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ABSTRACT

The State of Georgia has been experiencing a critical shortage of secondary teachers in the fields of science, mathematics, and foreign language. It is predicted that this shortage of fully trained science, mathematics, and foreign language teachers will continue into the foreseeable future. In order to attract additional individuals into these teaching fields, the Georgia State Board of Education has provided an alternative route to certification for critical teaching fields. This document describes these options, including: (1) the current state certification options; (2) the alternative certification route; (3) the internship program; (4) an introduction to course guides for curriculum and methods; (5) managing the classroom (which deals with organizing time, space, and materials, as well as communicating with students); (6) organizing the curriculum; (7) delivering instruction; (8) evaluating students' knowledge and skills; and (9) human growth and development. (TW)

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Georgia Department of Education
Teacher Education and Staff Development

# ALTERNATIVE CERTIFICATION PROGRAM FOR CRITICAL TEACHING FIELDS

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SE 048 568

July 1987

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# ALTERNATIVE CERTIFICATION PROGRAM FOR CRITICAL TEACHING FIELDS

## Introduction

The State of Georgia has a critical shortage of secondary teachers in the fields of science, mathematics, and foreign language. Teacher education programs in Georgia's colleges and universities as well as colleges and universities throughout the country are not producing enough teachers in these fields to meet needs of Georgia's school systems. It is predicted that this shortage of fully trained science, math and foreign language teachers will continue well into the foreseeable future. In order to attract additional individuals into these teaching fields, the State Board of Education, acting under the authority of the Quality Basic Education Act, has provided an alternative route to certification for critical teaching fields. Specifically, the State Board has approved criteria for how individuals may receive renewable teaching certificates to teach secondary school science, mathematics and foreign language without going through a state approved college or university teacher education program.

The criteria established for an applicant to qualify for a nonrenewable teaching certificate through this program are as below.

The applicant must:

1. hold a bachelor's degree from a regionally accredited college or university in the critical field;

2. have an overall grade point average equal to or greater than that required in state approved teacher education programs. (This at present is equivalent to a 2.5 on a four-point scale);

3. pass the appropriate Teacher Certification Test;

4. complete a one-year supervised classroom internship involving the appropriate teaching field (15 staff development units of credit);

5. satisfactorily complete courses (5 staff development units of credit each) in

    a. Identification and Education of Children with Special Learning Needs,

    b. Curriculum,

    c. Teaching Methodology, and

    d. Human Growth and Development

## State Certification Options

Individuals wishing to teach in these secondary critical fields have three options to meet certification requirements. They may:

1. proceed through the standard college "approved program" path by affiliating with a college and completing the approved program,

2. establish minimum certification requirements through the Georgia Department of Education, Certification Division and complete the course work required, or

3. proceed through the "alternative certification route."

In each case the applicant will be issued a Provisional Certificate (BT) which will have to be renewed each year following normal provisional certification standards or until one of the three options selected is completed. Once an option is completed, the applicant will be issued a Nonrenewable Certificate (NT). The applicant will then be required to complete all normal requirements for the Performance Based Certificate (PBT). The instruction and requirements that follow only address the new alternative certification route (option 3).

## Alternative Certification Route

The State Board of Education by passing this alternative certification route has provided school systems the option of providing professional education experiences through staff development that will lead to state certification for those teachers who are hired to teach secondary math, science, or foreign language but who are not fully certified. Under previous certification routes, school systems could only offer guidance as to college selection. This option allows a school system to sponsor and train an individual.

School systems that offer the internship and course work for the alternate route to certification through staff development must receive approval from the Georgia Department of Education, Unit of Teacher Education and Staff Development. To obtain approval, the school system must submit an application annually and meet program assurances (see Appendix A). These assurances deal with meeting the specific guidelines for the courses and the internship that are outlined in following sections.

## Program Options

School systems may offer part or all of the requirements. For example a school system could offer:

1. the entire program--internship plus all course work through its staff development program,

2. only the internship through staff development with the intern attending a college for the course work requirements, or

3. none of the program through local staff development but contract with a college or university to provide the applicant with program requirements.

Whichever option is selected by a school system, there are two conditions that must be taken into consideration. They are: a) that the internship portion of the program be provided to the intern during the first year of employment and b) all courses that are offered through staff development must meet staff development unit of credit requirements (e.g., contact hours, on-the-job assessment, etc.) and meet program criteria as outlined.

## Suggested Program

If this program is to provide a viable alternative to the training of professional teachers, it is strongly recommended that the following program design be utilized.

The Methods and Curriculum course work should be provided in conjunction with the year long Internship. The course work provides the Methods and Curriculum assignments for the Internship and the Internship provides the practice and skill building opportunities. In this manner, each will build and enhance the other and will bring together practical application of methods and curriculum concepts. By combining these two elements of the critical fields program, a more powerful learning experience for the intern is offered.

The remaining two courses, the Identification of Exceptional Children and Youth and Human Growth and Development, would be taken during summer quarter.

If this suggested program is followed, an applicant would complete all requirements for an Nonrenewable Certificate (NT) within one year of employment.

| | Internship | Curriculum and Methods | Identification of Exceptional Children and Youth | Human Growth and Development |
|---|---|---|---|---|
| Fall | x | x | | |
| Winter | x | x | | |
| Spring | x | x | | |
| Summer | | | x | x |

Contact Hours

The contact hours necessary to meet SDU requirements can be met in the following manner:

Internship

The Internship consists of 150 hours of learning experiences and qualifies for 15 SDU's: (a) 114 hours are to be spent in after school activities (approximately 3 hours per week for 38 weeks)--these hours can be spent in preparing lesson plans, working with support team members, reading, etc.; (b) 36 hours can be acquired during school hours--this can be observations of other teachers, attendance at staff development meetings, being observed implementing intern requirements, etc.

The Internship is designed to be a one year internship. It is not feasible or permitted for a teacher to be hired at mid-year and complete the Internship, although, it is possible to acquire the total number of hours. Therefore, the following rule applies to the Internship concerning issuance of credit:

15 SDU's of credit during 160 to 190 days of employment

10 SDU's of credit during 120 to 159 days of employment

5 SDU's of credit during 60 to 119 days of employment

A teacher will not qualify for the Internship if employed less than 60 days.

Curriculum and Methods

The Curriculum and Methods courses consist of 50 hours of learning experiences each (100 hours total): (a) 76 hours are to be spent in after school activities (approximately 2 hours per week)--this can be attendance at courses or seminars; (b) 24 hours can be acquired during school hours by implementing course work requirements.

Total of 190 hours after normal school hours is required for both the Internship and Curriculum and Methods courses.

Total of 60 hours during school hours is required for both the Internship and Curriculum and Methods courses.

Total of 250 hours altogether is required.

The outline above is a suggestion, not a requirement. As long as SDU requirements are followed, the exact method of acquiring contact hours is left to the local school system. The Human Growth and Development and Identification of Exceptional Children and Youth courses are normal staff development course offerings and can be handled in routine fashion.

## Internship Description

The major purpose of the Internship is to provide the intern with a variety of experiences designed to assist the intern in developing into a competent professional teacher in as short a time as possible. The Internship provides constant and consistent support to the intern in order to ensure a successful experience. Essentially, the Internship serves as a critical link between talking about how to teach and actual performance in the classroom.

### Support Team

The Internship is centered upon a support team of professionals who can provide the type of support necessary to help an individual develop into a competent teacher. At a minimum, this team consists of a mentor teacher, the school principal, and the local staff development coordinator. It is strongly suggested that, where available, a curriculum specialist be added to the team. This team has the overall responsibility of providing the experiences necessary for the Internship. A description of each member's responsibilities is as follows:

Mentor Teacher. This teacher must have the skills necessary to provide direct services to the intern. He or she must be a skilled practitioner and recognized as such. He or she must know how to work well with others and be capable of modeling exemplary practices. It is highly desirable that the mentor teacher be in the same certificated field as the intern and in the same school. It is expected that only in rare exceptions would a mentor teacher not meet these conditions. The mentor teacher is to provide daily support to the intern and should be given the time, materials and support necessary to complete this task. The mentor teacher will complete necessary evaluative materials and monitor the intern's progress. At the conclusion of the experience, the mentor teacher will sign all credit forms indicating successful completion of the Internship.

The mentor teacher will be eligible for a State of Georgia student teacher honorarium at the completion of the Internship. It is recommended that this small honorarium be supplemented by the local school system through its State of Georgia staff development funds.

School Principal. The school principal must support the efforts of the mentor teacher and the activities of the intern. He or she must also recognize the important task that the Internship is attempting to accomplish. The principal will complete normal evaluations of the intern and help the mentor teacher in logistical matters concerning the Internship.

Staff Development Coordinator. This individual has the responsibility of identifying and providing information to teachers who are eligible for the alternative certification route. The coordinator also must provide information on required course work to the participating teachers. The staff development coordinator has the overall responsibility for the program.

Curriculum Specialist. A curriculum specialist on the support team strengthens the Internship by teaching the Curriculum and Methods courses required during the internship period. The currciulum specialist, in conjunction with the mentor teacher, verifies the successful implementation of the curriculum and methods component of the Internship and provides expertise and resources that the mentor teacher may lack.

## Intern Activities and Objectives

The intern is expected to complete a number of activities and successfully demonstrate a number of objectives. The Internship is seen as developmental in nature and many of the objectives at the beginning of the school year are at a lower level than those expected at the completion of the year. The Internship is a curriculum and methods Internship. The objectives the intern is to demonstrate come from the Curriculum and Methods courses. If the intern is enrolled in the Curriculum and Methods courses during the Internship, the objectives are sequenced and the relationship between the Internship and the course is clear. If the intern has already completed Curriculum and Methods courses or chooses to wait and not take the Curriculum and Methods courses during the Internship period, he or she must still demonstrate the objectives established for the Internship. The objectives for the Internship are listed by quarter in Appendix B.

## Time Frame

Generally the Internship has four major blocks: pre-planning, fall quarter, winter quarter and spring quarter. A pre-planning orientation session is seen as critical to the success of the Internship; it is during this time that the intern is given an explanation of the Internship, meets the support team, and is given specific assignments concerning the internship especially the first two weeks of school. Fall quarter provides the opportunity to acquaint the intern with school system policies and rules, curriculum guides, classroom management practices, various teaching strategies, and student evaluation. Winter quarter provides the time frame for a continuation of lesson planning, and an expanding of the topics introduced in fall quarter. Spring quarter provides the opportunity for continued development with specific emphasis on a professional growth project.

## Evaluation

The Internship has two major areas that are evaluated each quarter. They are Personal Summary and Objective Summary. The Personal Summary has to do with the intern's cooperation with support team members, and his or her maintenance of a good employee evaluation. The Objective Summary is a checking off of the specific objectives assigned during a particular time frame (i.e., pre-planning, fall, winter or spring quarter).

These two evaluation areas are on each quarter's evaluation form. The evaluation forms are completed by the mentor teacher and/or the curriculum specialist.

## Introduction to Course Guide for Curriculum and Methods

This guide has been designed to provide direction to instructors responsible for teaching curriculum and methods to teachers in critical fields (foreign language, mathematics, science) who have not attained full certification. It may also serve as a reference by the intern's mentor for organizing, conducting and evaluating on-site activities performed by the intern.

Four major sections which relate to the eight competencies found in the Teacher Performance Assessment Instruments are contained in this guide. It was purposefully aligned with the TPAI to provide the intern with information and experiences that would enable him/her to demonstrate mastery of the TPAI competencies before the formal assessment process.

"Managing the Classroom; Organizing Time, Space and Materials; and Communicating with Students" comprise the first section. Many suggestions are provided for establishing routines and rules of behavior as well as identifying and correcting disruptive behavior. Establishing a positive learning climate, stimulating student interest, and initiating and maintaining communication with the class are additional areas which are detailed. The final part of this section concentrates on using directions, organizing materials and equipment for classroom use, and identifying distractions.

The second section of this guide is entitled "Organizing the Curriculum." Activities and procedures are detailed for identifying and sequencing instructional objectives, defining strategies, selecting resources and determining measures for evaluation.

"Delivering Instruction" comprises the third section of this guide. This section is subdivided into three subsections each containing specific methods or strategies unique to the critical fields teaching area. Refer to the subsection which applies to your content area for suggestions and guidance. Strategies which emphasize listening, speaking, reading and writing are outlined in each subsection. A great deal of time was spent by content specialists to detail the best approaches for presenting instruction to students. Study these suggestions carefully. Of course other approaches may be injected, but this information should serve as a guide for covering the essentials.

The final section of this guide is named "Evaluating Students' Knowledge and Skills." A rationale and procedures for developing various types and forms of evaluative measures are given. Establishing expectations for students prior to evaluation and providing feedback to students are also outlined.

Each of the four sections in this guide is presented in a four-part outline. The first part contains objectives for the intern. These objectives are not all inclusive. The instructor has the prerogative of selecting additional objectives, but the outlined objectives should serve as the core. Mastery of these objectives by the intern is considered essential. Note that in many cases documentation of mastery will be determined by on-the-job performance.

Suggested activities for the intern comprise the second part of the outline. Suggestions are offered realizing that some are more appropriate than others in specific situations.

The third part of the outline gives suggested procedures for the methods and/or curriculum instructor. Many of the activities require advance planning and organization. Producing or securing videotapes is one example. This section should be studied carefully before the course begins in order to obtain and organize procedures and materials in a timely fashion.

The final part of the outline details suggested evaluation techniques. Again, they are only suggestions. Alternatives may be developed. In addition, many of these techniques may be shared or discussed with the intern's mentor. Several of the evaluative measures which require classroom observation may also be validated by the mentor.

## Qualifications of Instructor for Curriculum and Methods

Instructors who offer this course for staff development credit should have:

1. a minimum of five years successful classroom experience, preferably at the secondary level.

2. experience in leadership role, either at school level or central office, with responsibilities in supervision of instruction.

3. data collection training on the Teacher Performance Assessment Instrument.

4. ability to demonstrate knowledge of skills included in criteria for course with patience and an emphasis on the practicality of the content.

5. availability to work with the intern as an adjunct to the internship portion of the training as an advisor in the area of curriculum and methods instruction.

Managing the Classroom; Organizing Time, Space and Materials; and Communicating with Students

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| The intern will: | | | |
| 1. Establish beginning year (quarter/ semester) routines by identifying school policies and procedures, and establishing classroom and record-keeping procedures. | 1a. Read teacher and student handbooks to determine school policies on student attendance, tardies, and early dismissal; student behavior and its consequences; dress codes; grading; fire and disaster drills; lunch; instructional information such as length and changing of class periods. | 1a. Discuss handbooks and school policies with intern. Clarify areas of confusion. | 1a. Observe intern's ability to follow and carry out school policies and procedures. |
| | 1b. Determine school procedures for textbook assignment, attendance and other office reports, and obtaining and recording student information. Plan for arrangement of classroom furniture and equipment for optimum use. | 1b. Discuss Checklist 1 on preparing the classroom (Appendix B). Demonstrate ways to effectively establish work areas, tables, desks, traffic patterns, etc. | 1b. Observe classroom to see if teacher has teacher supplies, student handbooks and materials, general purpose and special equipment and all necessary school forms. |
| | 1c. Prepare seat assignments; establish grading procedures; determine first day and second day activities, and analyze how these differ from activities on subsequent days. | 1c. Discuss plans for first and second day activities. | 1c. Check lesson plans for the first week. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 2. Develop a set of rules for student behavior in the classroom, and a set of procedures for student responsibility and accountability. | 2a. Complete Checklist 2 on rules and procedures. Make a list of rules for student behavior in classroom. | 2a. In small groups, design a list of rules (five to ten at most) for student behavior. Present each list to whole group and discuss differences. Discuss importance of clear expectations with respect to student behavior, and of communicating such expectations to students clearly, consistently, and constantly. | 2a. Analyze rules and plans of intern for clearly establishing behavior expectations. |
| | 2b. Complete Checklist 2 and 3 (Appendix C) on accountability. Make a list of procedures for student responsibility and accountability. | 2b. Discuss expectations for student responsibility and accountability. Include what supplies and materials students should bring to class, organization of written student work, format and completion of assignments, taking tests and test performance, and grades. | 2b. Examine checklists. |
| 3. Demonstrate techniques to reinforce acceptable student behavior. | 3. View videotape of teacher teaching class in subject area. | 3. Provide videotape and discuss how acceptable student behavior is reinforced by both verbal and nonverbal feedback, by specific feedback, and by encouraging active involvement of students. Discuss methods of reinforcing learner participation to increase likelihood of future participation. | 3. Observe in classroom to determine if intern reinforces acceptable student behavior. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 4. Demonstrate techniques to redirect off-task learners. | 4. While viewing videotape of teaching, tally on-task and off-task behavior. Discuss constant monitoring by teacher, and verbal and nonverbal techniques teachers use to redirect off-task learners promptly and effectively. Model and practice ways to monitor students and to redirect off-task learners. | 4. Discuss techniques which redirect off-task learners. Role play. | 4. Observe in classroom to determine if intern redirects off-task learners. |
| 5. Identify disruptive behavior and take appropriate and prompt corrective action. | 5a. View several videotapes showing teachers dealing both effectively and ineffectively with disruptive behavior. | 5a. Have intern identify the disruptive behavior, what corrective action was taken (or what could have been taken), and whether it was effective. | 5a-b. Examine alternative plans for managing disruptive behavior or observe in classroom. |
| | 5b. Design alternative teacher actions for problems that arise from poor monitoring. | 5b. Provide two case studies, one using good maintenance strategies for managing behavior, and one illustrating problems that arise from poor monitoring, allowing misbehavior to continue, and inconsistent consequences. Direct intern to design alternative teacher actions for problems that arise from poor monitoring. | |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 6. Demonstrate a positive learning climate by expressing enthusiasm for subject, learning and learner. | 6a. View videotape or observe teachers who show enthusiasm for subject, for learning, and for learner. | 6a. Provide videotape and discuss instances where teacher expressed enthusiasm by eye contact, facial expressions, voice reflections and tones, gestures, energetic body movement and proximity to learners. | 6a-b. Observe teacher in classroom for positive learning climate using checklist established by interns. |
| | 6b. Prepare checklist for evaluating teacher enthusiasm for subject and learner. | 6b. Construct in small groups a checklist to use in evaluating teacher in expressing enthusiasm. Present checklist to whole group and have group design checklist. View video again, tallying instances of teacher enthusiasm. | |
| 7. Stimulate student interest in topic. | 7. Construct two lessons which show relevance of topic to student and how it fits into framework of subject area. Give examples of real-life and real-world applications of topic. Extend topic by exploring interesting or unusual dimensions. Detail strategies and techniques designed to motivate, such as questioning and using humor. | 7. Provide sample of lesson plan which shows relevance and relates to real-world applications. Discuss. | 7. Examine lesson plans to determine if they stimulate student interest in topic. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 8. Initiate and maintain communication with class free from sarcasm and ridicule. | 8. View videotape of teacher teaching class in subject area. Discuss. | 8a. Provide videotape or demonstrate how anecdotes, questions or commenting may be used to initiate instruction. Discuss techniques which may be used to focus students' attention on instructional objectives, e.g., overview, outline, review of related material, providing rationale or relevance for subject matter. In addition, show how lesson content is explained, clarified and extended by asking and responding to questions from students, encouraging dialogue. Provide examples of lesson plans which are organized into steps or arranged in a logical sequence which move from simple to complex.<br><br>8b. Demonstrate how learning should be treated courteously and give praise for specific performance. | 8a-b. Observe intern in class to determine if communication with class is initiated and maintained and free from sarcasm and ridicule. |
| 9. Use standard English. | 9a. Review oral and written usage.<br><br>9b. Prepare materials for students and check grammar and usage. | 9a. Provide material for oral and written review.<br><br>9b. Discuss prepared materials of intern as it relates to grammar and usage. | 9a-c. Analyze review materials, prepared materials and oral presentation for grammar and usage. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| | 9c. Practice oral usage with critical feedback from peers and teacher. | 9c. Provide critical feedback of oral usage of intern through tapes or classroom observation. | |
| 10. Provide appropriate directions for instruction and classroom management. | 10a. Discuss and develop lesson plans which include procedural directions. | 10a. Discuss and demonstrate how directions are established. Show that good directions include: when to start; how to continue; when to stop; and what is the purpose. | 10a-c. Analyze lesson plans and videotape and make suggestions for improvement. |
| | 10b. Videotape one of your classes. Bring to class for review. Analyze both content and source of directions. | 10b. Discuss the source of directions as being the teacher, the student or the learning situation itself. | |
| | 10c. Make modifications in classroom instruction based on analysis of videotape. | 10c. Provide a videotape and review the directions in the classroom to see who is the source of the directions and how the content of the directions were related to how to get started, how to keep going and how to stop. | |
| 11. Identify essential materials for facilitating instruction and determine how and when they should be accessible. | 11. Develop a lesson plan in which essential materials are identified and show how they will be used for instruction. | 11. Discuss the important aspects of the students' environment which may include: bulletin boards; resource people; teachers; other students; books, chalkboards; special displays outside the classroom; TV; other parts in the school | 11. Examine lesson plans and offer suggestions for improvement. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| | | building; halls in the school; community; instructional media. Demonstrate how each can be used to: (1) provide students with firsthand experiences in generating ideas; (2) provide students with an opportunity to confirm their ideas and ideas of the teacher; (3) provide students with enjoyment or other purposes. | |
| 12. Clearly organize the routines for the use of materials and make these routines public. | 12a. Establish a plan for the use of materials. Show in plan how routines are conveyed to students. | 12a. Discuss the six important considerations to effective management of materials. They are: (1) For each part of the day, what materials will be needed? (2) Where are the needed materials stored? (3) Who uses the materials? (4) When do they need to be available? (5) Where are the materials to be returned? (6) Who's responsible? | 12a. Examine plan for use of materials. |
| | 12b. Prepare a lesson plan for the class. Specify what materials are needed, where they are stored, who will need them and when and who is responsible for them. | 12b. Prepare a sample lesson plan. Show what materials are needed, where they are stored, who will need them and when and who is responsible for them. | 12b. Examine lesson plans and offer suggestions for improvement. |

Managing the Classroom; Organizing Time, Space and Materials; and Communicating with Students

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 13. Organize instructional time in ways that facilitate student learning. | 13a. Discuss. | 13a. Identify and discuss various student distractors. Some are: (1) The student's vision is blocked by someone else's head. (2) There is a visitor in the room. (3) An unusual noise occurs outside the room. (4) The student is bored with the lesson. (5) The student is bored with the repetition or sameness of the activity. (6) It is too warm or dark or cold or light. (7) The student is more interested in an unusual event or time of the year. (8) The student has objects around him that are more interesting than the teacher's talk. (9) The teacher's mannerisms or behavior are unusual. | 13a-c. Observe intern's classroom to determine if distractors were evident and how resolved. |
| | 13b. Identify distractors in video. | 13b. Show videotape of class. Identify as group the student distractors. | |
| | 13c. Discuss ways in which distractors in video may be resolved. | 13c. Discuss ways in which distractions may be resolved. | |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 14. Use learning activities which are compatible with the physical environment. | 14. Develop three lesson plans which incorporate learning activities that require students to work independently, in teams, or in groups. Show how the physical arrangement of the classroom would vary for each learning activity. | 14. Provide examples of how classroom may be physically arranged for different types of learning activities. Show how classrooms may be arranged to achieve maximum performance for students working independently, in teams, or in groups. | 14. Check lesson plans to determine if classroom has been physically arranged to accommodate different types of learning activities. |

Activity Summary Sheet for

Managing the Classroom; Organizing Time, Space and Materials; and Communicating with Students

____ Quarter

Name _____ School _____

Teaching Assignment _____ Beginning/Ending Date _____

The intern has:

| Yes | No | | |
|---|---|---|---|
| ( ) | ( ) | 1. | followed and carried out school policies and procedures. |
| ( ) | ( ) | 2. | obtained necessary teacher supplies, student textbooks and materials, general and special equipment and other necessary forms. |
| ( ) | ( ) | 3. | adequate first and second day lesson plans. |
| ( ) | ( ) | 4. | established list of rules which clearly establish behavior expectations. |
| ( ) | ( ) | 5. | reinforced acceptable student behavior. |
| ( ) | ( ) | 6. | redirected off-task learners. |
| ( ) | ( ) | 7. | alternative plans for managing disruptive behavior. |
| ( ) | ( ) | 8. | established a positive learning climate. |
| ( ) | ( ) | 9. | stimulated student interest in topic. |
| ( ) | ( ) | 10. | initiated and maintained communication with class. |
| ( ) | ( ) | 11. | used standard English in class. |
| ( ) | ( ) | 12. | developed and used focused and linked procedural directions with students. |
| ( ) | ( ) | 13. | identified essential materials and determined how and when they should be used. |
| ( ) | ( ) | 14. | organized and used routines for the use of materials. |
| ( ) | ( ) | 15. | identified and resolved distractors. |
| ( ) | ( ) | 16. | physically arranged the classroom to accommodate different types of learning activities. |

Resources for Managing the Classroom; Organizing Time, Space and Materials; and Communicating with Students

Emmer, Evertson, Sanford, Clements and Worsham. Classroom Management for Secondary Teachers. Englewood Cliffs, NJ: Prentice-Hall, 1984.

Mager. Analyzing Performance Problems. Belmont, CA: Pearon Publishers, Lear Siegler Inc., Education Division, 1970.

Peterson, Bowyer, Butts and Bybee. Science and Society. Columbus, OH: Charles E. Merrill Company, 1984.

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| The intern will: | | | |
| 1. Examine the school and system philosophies and compare them with the philosophy of the subject area. | 1a. Read and study philosophies. Determine if philosophies are congruent. Analyze assumptions about society, instruction and learner.<br>1b. Demonstrate relationship between philosophy and specific classroom practices. | 1a-b. Discuss and demonstrate examples of philosophic implications in the classroom. | 1a-b. Analyze examples provided by intern. |
| 2. Analyze historical development of subject area curriculum. | 2a. Read and analyze selections from bibliography related to this area. Examine societal and cultural influences and the effect of pressure groups. Write summary of the development of the subject area curriculum and its purpose.<br>2b. Define the purpose of the subject area in the curriculum and its implications for careers and leisure time activities. | 2a-b. Read, discuss. | 2a-b. Examine product completed by intern. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 3. Examine goals and objectives of subject area, K-12. | 3. Compare state's basic curriculum content with local system's document. Note discrepancies and make suggestions for improvement in subsequent revisions. Analyze complexity of concepts and determine its appropriateness for the students being taught. Write suggestions for improvement. | 3. Read, discuss. | 3. Examine product completed by intern. Examine intern's course content and objectives to determine if appropriate for students. |
| 4. Write objectives that state student behavior in measurable terms. | 4. Use TPAI as guide. Examine sample lesson plans. Note differencies, strengths and weaknesses. Compare with TPAI model. | 4. Explain TPAI model. Prepare sample lesson plans. Discuss strengths and weaknesses. | 4. Analyze lesson plans to determine if objectives are written in behavioral terms. |
| 5. Write objectives appropriate for students' ages and abilities. | 5. Use data from student files to write appropriate objectives. | 5. Provide examples of test results and other student data to illustrate the use of data in developing objectives appropriate for age and ability. | 5. Analyze lesson plans to determine if objectives are appropriate for students' ages and abilities. |
| 6. Write objectives that incorporate higher level thinking skills. | 6. Practice writing objectives that reflect the use of higher level thinking skills. | 6. Examine Bloom's Taxonomy or other conceptual models. Provide examples of objectives written at different cognitive levels. | 6. Analyze lesson plans to determine if objectives incorporate higher thinking skills. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 7. Organize objectives in sequential manner. | 7. Analyze lesson objectives to determine appropriate sequence. Determine if prerequisite skills are needed. Look for fragmentation and duplication. | 7. Provide examples of correct and incorrect sequencing for each content area. Have intern note discrepancies and inconsistencies. Show how objectives should be arranged from simple to complex or from concrete to abstract. | 7. Analyze lesson plans to determine if objectives are arranged from simple to complex or from concrete to abstract. |
| 8. Develop activities which relate to lesson objectives. | 8. Analyze activities to determine if they are appropriate for the established objectives. Activities should contain sufficient practice and should be logically sequenced. | 8. Provide practice in developing activities that relate to specific objectives by supplying objectives and allowing intern to develop appropriate activities. | 8. Examine lesson plans to determine if activities relate to lesson objectives. |
| 9. Specify resources to achieve selected objectives. | 9. List available resources. Reference with specific objectives. Demonstrate or describe the function of each. | 9. Demonstrate to intern effective use of resources.<br><br>Foreign Language--demonstrate: (1) language lesson using language laboratory and/or activities using tape recorder for listening comprehension and speaking skills; (2) effective use of computers, pictures, realia, puppets and games in teaching language skills; and (3) management techniques in equipment use. | 9. Examine lesson plans to determine whether resources have been specified. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| | | Science--demonstrate: (1) use and function of basic lab equipment, e.g., microscope, computer, models and measuring devices and (2) management techniques in equipment use.<br><br>Math--demonstrate: (1) use and function of concrete objects, measuring devices, models, manipulatives, calculators, computers for understanding the concepts of arithmetic, algebra, geometry, probability, statistics, measurement, trigonometry, and advanced mathematical topics and (2) management techniques in equipment use.<br><br>Demonstrate use of resources by conducting a sample lesson. | |
| 10. Write assessment items that measure lesson objectives. | 10. Analyze test items to determine if they are appropriate for the selected objectives. | 10. Provide examples of assessment items that do and don't measure lesson objectives. | 10. Examine teacher-made tests to determine if they measure lesson objectives. |
| 11. Use various types of assessment items to measure lesson objectives. | 11. Practice writing various types of assessment items (i.e., multiple choice, matching, essay, short answer). | 11. Demonstrate the construction of each type of test item. Discuss advantages and disadvantages of each. Relate how each type of item can be used to measure lesson objectives. | 11. Analyze assessment items for variety. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 12. Write assessment items in lesson plans which incorporate higher level thinking skills. | 12. Practice writing assessment items which reflect higher level thinking skills. | 12. Demonstrate the construction of test items which incorporate higher level thinking skills. | 12. Examine assessment items to determine if they incorporate higher level thinking skills. |

Resources for Organizing the Curriculum

Bloom, Benjamin S., et al. Taxonomy of Educational Objectives: Handbook 1: Cognitive Domain. New York: David McKay, 1977.

Goodlad, John. A Place Called School. New York: McGraw Hill, 1984.

Oliva, Peter F. Developing the Curriculum. New York: Little Brown, 1982.

Perspectives on Curriculum Development 1776-1976. Washington, DC: Association for Supervision and Curriculum Development, 1976.

Taba, Hilda. Curriculum Development: Theory and Practice. New York: Harcourt Brace Jovanovich, 1962.

Tanner, Daniel and Laurel N. Tanner. Curriculum Development: Theory into Practice. New York: Macmillan, 1980.

Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1969.

Delivering Instruction: Foreign Language

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| The intern will: | | | |
| 1. Prepare rationale to justify study of foreign language for all students. | 1a. Discuss and establish rationale. | 1a. Discuss importance of motivation in language acquisition. Discuss role of foreign language in preparing student for careers, in increasing cross-cultural awareness, and in increasing understanding of our language and culture. Use The Tongue-tied American, by Paul Simon as resource. | 1a-b. Observe and analyze intern's performance in role playing and conversation with parents and administrators. |
| | 1b. Role play conversation with student, parents and administrator. | 1b. Demonstrate the use of role playing. | |
| 2. Arrive at operant philosophy for use of foreign language v. native language in classroom. | 2a. Discuss. | 2a. Discuss "natural approach" as opposed to "direct method" as opposed to "grammar-translation" method. Use Teaching Language in Context, by Alice Omaggio as resource. | 2a. Check intern's understanding of major methodologies. |
| | 2b. Formulate list of directions, responses, and classroom management terminology in the target language. | 2b. Demonstrate list of directions, responses and classroom management terminology in the target language. Use native informants, dictionaries and phrase books as resources. | 2b. Check adequacy of foreign language instructional terminology. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| | 2c. Rehearse techniques for providing instruction in the foreign language. | 2c. Provide feedback to intern as techniques are rehearsed. | 2c. Evaluate intern's ability to conduct activities in the target language using correct pronunciation and structures. Assess intern's ability to use strategies for maintaining sustained use of the target language in the classroom. |
| 3. Arrive at an operant philosophy on error correction. | 3a. Study theories of language acquisition. | 3a. Provide Krashen's model of language acquisition as a point of departure. Discuss the problem of errors and fossilization. Use Omaggio as resource. | 3a. Request intern to verbalize or express in writing his/her knowledge and understanding of the affective filter, errors and fossilization. |
| | 3b. Prepare a statement on error correction using methods instructor's statement as a guide. | 3b. Provide and discuss a statement on error correction which will be used to guide intern's own correction policies. Use Omaggio as resource. | 3b. Analyze intern's statement and check throughout quarter to see if he/she is implementing it. |
| 4. Identify theory and demonstrate methods for teaching the skill of listening. | 4a. Explain the differences between spoken and written discourse. | 4a. Discuss the differences between spoken and written discourse. Use Omaggio as resource. | 4a. Check intern's understanding of discourse difference through verbal or written explanations. |
| | 4b. Explain the importance of context and background knowledge in the comprehension process. | 4b. Discuss the importance of context and background knowledge in the comprehension process. Use Omaggio and Allen and Vallette as resources. | 4b. Check intern's understanding of schema theory through verbal or written explanations. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| | 4c. Prepare and use learning activities for a variety of listening techniques. | 4c. Prepare and demonstrate learning activities for a variety of listening techniques such as listening for the gist, listening with visuals, graphic fill-ins, selective listening, comprehension checks, dictation and variations, listening for cues to meaning (syntactic features; actor/action/object, etc.), pre-listening activities, audio-motor units, etc. Use Allen and Vallette as resources. | 4c. Analyze listening activities prepared by intern. Are they based on theory? Check amount of classroom teaching time intern devotes to listening activities. |
| 5. Explore theory and demonstrate methods of teaching the skill of speaking. | 5a. Study and use American Council on the Teaching of Foreign Languages (ACTFL) Oral/Proficiency Guidelines which relate to students, course objectives and textbook(s). | 5a. Select ACTFL/Proficiency Guidelines which relate to intern's students, course objectives, and textbook(s). Use Omaggio as resource. | 5a. Check intern's ability to relate ACTFL Guidelines to local needs. |
| | 5b. Create and rehearse activities which provide students with personalized speaking practice. | 5b. Demonstrate activities to provide students with personalized speaking practice, using such techniques as asking and responding to questions, taking surveys and polls; doing paired interviews; telling stories, engaging in role play; describing; elaborating; creating a story with visuals, etc. | 5b. Analyze learning activities as to content, functions, and creativity. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 6. Explore theory and demonstrate methods of teaching the skills of reading. | 6a. Review and study schema theory. | 6a. Review schema theory; use of background knowledge to enhance the language comprehension process. Use Omaggio as resource for procedures a-e. | 6a. Check intern's understanding of importance of context through verbal or written explanation. |
| | 6b. Discuss. | 6b. Discuss importance of using authentic materials. | 6b. Check intern's understanding of role of authentic material through verbal or written explanation. |
| | 6c. After analysis and discussion of passages as to authenticity by methods' instructor, analyze several reading passages independently. | 6c. Analyze and discuss passages in textbook as to authenticity. | 6c. Check intern's analysis. |
| | 6d. Create pre-reading activities. | 6d. Demonstrate pre-reading activities for reading passages in textbook(s). | 6d. Analyze pre-reading activities prepared by intern. Are they in accord with theory? |
| | 6e. Prepare sample items for testing reading comprehension. | 6e. Demonstrate and discuss ways of testing reading comprehension. | 6e. Analyze test items prepared by intern. |
| 7. Explore theory and demonstrate methods of teaching the skill of writing. | 7a. Review and discuss. | 7a. Review and discuss differences between oral and written discourse. Use Omaggio and ACTFL Guidelines as resources for procedures a-d. | 7a. Check intern's understanding of discourse differences through verbal or written explanation. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| | 7b. Analyze ACTFL Proficiency Guidelines for Writing in light of students' ability levels. | 7b. Demonstrate how ACTFL Proficiency Guidelines for Writing should be analyzed in relation to students' ability levels. | 7b. Check intern's analysis of Guidelines to local situation. |
| | 7c. Create and use in classroom writing activities for students' ability levels. | 7c. Demonstrate writing activities for ability levels of intern's students, including such techniques as cloze passages, dictations, cinguain poetry, paragraph completion, dialogue journals, guided and free composition, simple description, etc. | 7c. Evaluate activities created by intern. Are they in accord with theory? |
| | 7d. Prepare sample items for testing writing. | 7d. Demonstrate and discuss ways of testing writing. | 7d. Analyze test items prepared by intern. |
| 8. Explore rationale and demonstrate methods of teaching the cultural content. | 8a. Discuss. | 8a. Discuss influence of stereotyping on accuracy of cross-cultural perception. Use Omaggio as resource for procedures a-c. | 8a. Check intern's understanding of role stereotypes play through verbal or written explanation. |
| | 8b. Analyze cultural materials provided by your textbook. | 8b. Discuss cultural materials provided by text(s). | 8b. Check intern's analysis of cultural materials in own text. |
| | 8c. Prepare supplementary cultural teaching materials. | 8c. Demonstrate and discuss supplementary teaching materials using techniques such as the culture capsule, the assimilator and the mini-drama. | 8c. Analyze cultural activities created by intern and provide feedback. |

Delivering Instruction: Foreign Language

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 9. Demonstrate methods of teaching literature. | 9a. Study and discuss genres of literature suitable for various levels of language learning. | 9a. Discuss and provide sample genres of literature suitable for various levels of language learning: oral tale, proverb, poem, short story, play, etc. Use available resources. | 9a. Check intern's understanding of oral and written genres as they relate to language teaching. |
| | 9b. Choose a genre for each level (that the intern teaches) and prepare a lesson plan for pre-reading and post-reading activities, as well as a plan for evaluating. | 9b. Provide feedback and suggestions to intern for selecting genre for each level. | 9b. Analyze prepared plans. |
| 10. Complete acceptable TPAI portfolio. | 10a. Prepare portfolio as specified in TPAI. | 10a. Explain and discuss competencies related to the development of the portfolio. Prepare mock portfolio. Allow intern to evaluate and label. | 10a-b. Observe and provide feedback to intern using TPAI. |
| | 10b. Review segments of portfolio in response to instructor's feedback. | 10b. Discuss strengths and weaknesses of portfolio. | |
| 11. Complete formal classroom observation. | 11a. View videos of teachers demonstrating competencies contained in TPAI and discuss. | 11a. Explain and discuss competencies related to the observation portion of the TPAI. Use prepared videos of teachers demonstrating competencies contained in TPAI. | 11a-c. Classroom observation of intern using TPAI. |
| | 11b. Videotape a classroom lesson activity. | 11b. Discuss and analyze performance in light of TPAI competencies. | |
| | 11c. Videotape second lesson in response to instructor's feedback. | 11c. Discuss and analyze performance in light of TPAI competencies. | |

Internship: Critical Fields

Activity Summary Sheet for

Delivering Instruction: Foreign Language Component

_____Quarter

Name_____School_____

Teaching Assignment_____Beginning/Ending Date_____

The intern has:

| Yes | No | | |
|---|---|---|---|
| ( ) | ( ) | 1. | an operant philosophy for using foreign language in the classroom. |
| ( ) | ( ) | 2. | conducted activities in the target language and used strategies for maintaining a foreign language climate. |
| ( ) | ( ) | 3. | expressed in writing or verbalized his or her knowledge and understanding of the affective filter, errors and fossilization. |
| ( ) | ( ) | 4. | prepared and used a statement on error correction. |
| ( ) | ( ) | 5. | an understanding of discourse differences. |
| ( ) | ( ) | 6. | expressed in writing or verbalized an understanding of schema theory. |
| ( ) | ( ) | 7. | prepared and used learning activities for a variety of listening techniques. |
| ( ) | ( ) | 8. | studied, related and used ACTFL Oral/Proficiency Guidelines. |
| ( ) | ( ) | 9. | created and used activities which provide students with personalized speaking practice. |
| ( ) | ( ) | 10. | expressed in writing or verbalized the use of background knowledge to enhance the comprehension process. |
| ( ) | ( ) | 11. | expressed in writing or verbalized the role of authentic material. |
| ( ) | ( ) | 12. | created and used pre-reading activities for reading passages in textbook. |

Activity Summary Sheet for
Delivering Instruction: Foreign Language Component - cont'd

The intern has:

| Yes | No | | |
|---|---|---|---|
| ( ) | ( ) | 13. | prepared and used items for testing reading comprehension. |
| ( ) | ( ) | 14. | expressed in writing or verbalized the differences between oral and written discourse. |
| ( ) | ( ) | 15. | demonstrated how ACTFL Proficiency Guidelines for writing have been analyzed in relation to students' ability levels. |
| ( ) | ( ) | 16. | created and used in classroom writing activities for his/her students' ability levels. |
| ( ) | ( ) | 17. | prepared items for testing writing. |
| ( ) | ( ) | 18. | expressed in writing or verbalized rationale for teaching cultural content. |
| ( ) | ( ) | 19. | analyzed and used cultural materials provided by the textbook. |
| ( ) | ( ) | 20. | used methods of teaching cultural content. |
| ( ) | ( ) | 21. | prepared supplementary teaching materials. |
| ( ) | ( ) | 22. | expressed in writing or verbalized oral and written genres as they relate to language teaching. |
| ( ) | ( ) | 23. | selected a genre for each that he/she teaches and prepared a lesson plan for pre-reading, post-reading and evaluating activities. |
| ( ) | ( ) | 24. | prepared portfolio as specified in TPAI. |
| ( ) | ( ) | 25. | completed formal classroom observation using TPAI. |

Resources for Delivering Instruction: Foreign Language

Allen, D. and Vallette, R. Classroom Techniques: Foreign Languages and English as a Second Language. New York: Harcourt Brace Jovanovich, Inc., 1977.

American Council on the Teaching of Foreign Languages. Proficiency Guidelines. Hastings-on-Hudson, NY: 1985.

Cooper, T. (Ed.). Research Within Reach: Research-Guided Responses to the Concerns of Foreign Language Teachers. Athens, GA: Agee Publishers, 1986.

Omaggio, A. Teaching Language in Context: Proficiency-Oriented Instruction. Boston: Heinle & Heinle Publishers, 1986.

Seelye, N. Teaching Culture: Strategies for Intercultural Communication. Lincolnwood, IL: National Textbook Company, 1984.

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| **The intern will:** | | | |
| 1. Use mathematics manipulatives, visual aids and models useful for developing math concepts, skills, procedures, algorithms and for solving problems. | 1a. Prepare mini lessons on various math concepts, skills, algorithms or procedures using math manipulatives, visual aids and models. | 1a. Demonstrate and discuss the use of math manipulatives, visual aids and models (such as measuring instruments, geometry models, number lines, colored rods, flexible curves, base 10 blocks, geoboards, fraction and decimal pieces, equation blocks and balances, dice, spinners, etc.) to teach various math concepts, skills, algorithms or procedures. Use: (1) Teaching Mathematics, pp. 153-195; (2) Guidelines for Teaching Mathematics; and (3) Mathematics for Georgia Secondary Schools as resources for procedures a-b. | 1a. Provide feedback to intern on effectiveness of mini lessons. |
| | 1b. Prepare a notebook or folder detailing the use of manipulatives, visual aids and models showing which are effective in teaching various skills and concepts and which are effective in teaching different subjects and strands. Include charts matching manipulatives, aids and models to math concepts, skills, procedures or algorithms. | 1b. Discuss which manipulatives, aids or models are effective in teaching various concepts, skills, etc. and which are effective in teaching different math subjects and strands. Discuss usefulness of these materials in obtaining both active and passive student participation. Discuss effectiveness of concrete and pictorial representations. | 1b. Examine notebooks and provide suggestions to intern. |

Delivering Instruction: Mathematics

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 2. Design and implement a plan for using calculators and computers in mathematics instruction. | 2. Design three mini lessons teaching some aspect of mathematics using calculators for students' ability levels. Teach, evaluate and revise these lessons using feedback obtained from mentor and/or methods instructor. | 2. Discuss and demonstrate the use of calculators in mathematics instruction in various subjects (arithmetic, algebra, calculus, etc.) and at various levels (grade 7, algebra I, etc.). | 2a-b. Provide feedback to intern on effectiveness of mini lessons using calculators and computers. |
| | 2b. Design three mini lessons teaching some aspect of mathematics using computers for students' ability levels. Teach, evaluate and revise these lessons using feedback obtained from mentor and/or methods instructor. | 2b. Discuss, compare, contrast and demonstrate various uses of computers in math instruction such as drill and practice, simulation, problem solving, modeling, tutoring, gaming, demonstrating and testing. Use: (1) Mathematics for Georgia Secondary Schools; (2) Computing and Mathematics, NCTM, 1984; (3) Computers in Mathematics Education, NCTM, 1984, as resources for procedures a-b. | |

Delivering Instruction: Mathematics

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 3. Evaluate computer software and available printed materials (textbooks, references, worksheets, etc.) in terms of their appropriateness and effectiveness in helping students learn mathematics. | 3. Outline a week of instruction in particular math topics, detailing appropriate software and where and how it would be used. Detail printed materials and manipulatives, aids and models to be used. Teach at least one lesson from this outline. | 3. Provide samples of computer software (from each of the above categories) which are available to help students learn mathematics. Assist intern in evaluating software and available printed materials in terms of their appropriateness to the objectives, to the learners and to mathematics itself. | 3. Examine outlines and provide feedback to intern. |
| 4. Use instructional aids such as overhead projectors, chalkboards, bulletin boards and media (films, videos, slides, etc.) for developing mathematical concepts, skills or procedures, algorithms, generalizations and problem solving. | 4. Develop three lesson plans in which instructional aids are used effectively. Teach and revise plans if necessary. | 4. Demonstrate and discuss the use of each instructional aid. Discuss innovative uses of these aids, such as using the bulletin board to conduct a "Problem of the Day" contest or a student project involving the production of a slide show on symmetry in nature. Use: (1) Teaching Mathematics, pp. 197-234; and (2) Guidelines for Teaching Mathematics, pp. 403-417; as resources. | 4. Examine lesson plans and provide feedback to intern. |

Delivering Instruction: Mathematics

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 5. Explore and use different instructional strategies for developing mathematical concepts, skills or procedures, algorithms, generalizations and problem solving. | 5. View and discuss videotapes and practice strategies in classroom. | 5. Discuss and illustrate strategies such as using hands-on materials, using visuals, oral conceptualization, discovery, guided discovery, modeling or demonstrating, guided practice, questioning, group discussion, small group activities, simulations (including computer simulations.) Provide videotapes that apply each strategy to teaching some aspect of mathematics. Discuss which strategies are most appropriate in developing math concepts; in teaching skills, procedures or algorithms; in establishing generalizations such as proof; and in problem solving.<br><br>Use: (1) Mathematics for Secondary Schools; (2) Teaching Mathematics; (3) Guidelines for Teaching Mathematics; and Didactics and Mathematics, as resources. | 5. Observe intern's use of strategies in classroom and provide feedback. |

Delivering Instruction: Mathematics

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| | | Examples<br><br>Concept (such as fraction) *hands-on materials (manipulatives) visuals<br><br>*oral conceptualization<br><br>*discovery or guided discovery use of examples and non-examples<br><br>Skill (such as multiplying decimals) *manipulatives or visual aids, modeling or demonstrating procedures<br><br>*guided practice<br><br>*practice<br><br>Problem Solving *questioning<br><br>*discovery<br><br>*student verbalization and group discussion<br><br>*small group work<br><br>*simulation, using computer<br><br>*Requires active student participation | |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 5. Identify and use strategies which are relevant to the objectives and to the mathematics and appropriate for particular learners. | 6. In small groups, pick a math topic. Within that topic identify a concept or skill, and a problem-solving situation and choose strategies to teach each of these. Describe intended class of learners and state how each strategy is relevant to objective and appropriate for learners. Practice strategies in classroom. | 6. Discuss strategies which are relevant to particular objectives. Show how teaching strategies can be matched to learners by categorizing them according to attention span of learners, ability to work individually or in small groups, ability to follow directions, complexity of topic, etc.<br><br>Use: (1) Mathematics for Georgia Secondary Schools; (2) Teaching Mathematics; (3) Guidelines for Teaching Mathematics; and (4) Didactics and Mathematics, as resources. | 6. Review work of small groups and observe intern's use of strategies in classroom. |
| 7. Explore and use instructional strategies for teaching different math subjects and strands. | 7. Discuss as a group sample plans and select a math strand such as estimation in high school general mathematics. Focus on one aspect of estimation, such as using a point of reference to estimate computational answers. | 7. Provide sample lesson plans drawn from different math subjects such as algebra, geometry, trig, general mathematics, grade 7 and grade 8 mathematics. Evaluate strategies used with respect to objectives, learner information, and any teacher notes on effectiveness. | 7. Examine lesson plans and/or observe in classroom and provide feedback. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| | Locate where in the curriculum this should be taught and identify appropriate objectives. Design and teach two lessons teaching these objectives using different instructional strategies. | Use: (1) Mathematics for Georgia Secondary Schools; (2) Teaching Mathematics; (3) Guidelines for Teaching Mathematics; and (4) Didactics and Mathematics, as resources. | |
| 8. Explore and use strategies that emphasize the importance of language (listening, speaking, reading and writing) in learning mathematics. | 8a. Review an existing lesson plan on specific math topic, and rewrite this plan to emphasize and incorporate at least two of these strategies.<br>(1) oral verbalization of concept or skill by student<br>(2) questioning by the teacher<br>(3) small group discussions with reports to the whole group<br>(4) large group discussions, including student summarization of major points. | 8a. Identify and demonstrate instructional strategies that emphasize the importance of oral language in learning mathematics and require the use of oral language. (These strategies involve listening to mathematics being talked about and talking about mathematical concepts and skills.) | 8a. Examine lesson plans of intern. |
| | 8b. View videotape and discuss. | 8b. Provide videotape using strategies such as questioning and discuss. | 8b. Analyze reactions of intern to videotape. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| | 8c. Identify where different aspects of reading mathematics primarily occur.<br><br>Research topic and design a plan for helping students read mathematics. | 8c. Provide videotape of math lesson. As a group, direct interns to identify where different aspects of reading mathematics primarily occur (aspects such as visual discrimination; eye movement; vocabulary; symbols; reading tables, charts, graphs; analyzing material for key vocabulary and relationships). Discuss strategies and instructional activities used.<br><br>Use: (1) Mathematics for Georgia Secondary Schools; (2) Every Minute Counts; (3) Making Minutes Count Even More; and Didactics and Mathematics, as resources for procedures a-c. | 8c. Analyze group's ability to identify where different aspects of reading mathematics primarily occur. |
| 9. Apply research and knowledge on what makes mathematics teaching most effective to teaching mathematics. | 9. Design and teach two lessons on different math subjects that incorporate these guidelines on effective and logically sequenced mathematics teaching. | 9. Provide videotapes on effective mathematics teaching. Discuss organizational plan of an effective mathematics lesson.<br><br>Use: (1) ASCD videotapes entitled Teaching Mathematics Effectively; (2) Every Minute Counts; (3) Making Minutes Count Even More; and (4) Didactics and Mathematics, as resources. | 9. Examine lesson plans and/or observe intern's classroom. Provide feedback. |

Delivering Instruction: Mathematics

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 10. Explore, compare, contrast and use strategies and materials for developing new content, reviewing, diagnosing errors, reteaching and enriching mathematics. | 10a. Examine materials available for reviewing, reteaching and enriching mathematics, and prepare notebook of referenced materials. | 10a. Demonstrate and discuss strategies and materials generally most appropriate in each of these areas of mathematics instruction. | 10a. Examine notebook of referenced materials. |
| | 10b. Design a lesson plan that develops new content carefully and emphasizes preventing, diagnosing, and remediating student errors. Videotape this lesson being taught, and view videotape and discuss. Highlight in lesson plan where previous concepts and skills are reviewed. | 10b. Discuss importance of review and show how to incorporate ongoing review into mathematics instruction.<br><br>Use: (1) Didactics and Mathematics; (2) Teaching Mathematics; (3) Guidelines for Teaching Mathematics; and (4) Mathematics for Georgia Secondary Schools, as resources for procedures a-b. | 10b. Examine lesson plan of intern. Provide feedback from videotape. |
| 11. Complete an acceptable TPAI portfolio. | 11a. Prepare portfolio as specified in TPAI. | 11a. Explain and discuss competencies related to the development of the portfolio. Prepare mock portfolio. Allow intern to evaluate and label. | 11a-b. Observe and provide feedback to intern using TPAI. |
| | 11b. Revise segments of portfolio in response to instructor's feedback. | 11b. Discuss strengths and weaknesses of portfolio. | |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 12. Complete formal classroom observation. | 12a. View videos of teachers demonstrating competencies contained in TPAI and discuss. | 12a. Explain and discuss competencies related to the observation portion of the TPAI. Use prepared videos of teachers demonstrating competencies contained in TPAI. | 12a-c. Classroom observation of intern using TPAI. |
| | 12b. Videotape lesson in one class. | 12b. Discuss and analyze performance in light of TPAI competencies. | |
| | 12c. Videotape second lesson in response to instructor's feedback. | 12c. Discuss and analyze performance in light of TPAI competencies. | |

Internship: Critical Fields

Activity Summary Sheet for

Delivering Instruction: Mathematics Component

_____Quarter

Name_____School_____

Teaching Assignment_____Beginning/Ending Date_____

The intern has:

| Yes | No | | |
|---|---|---|---|
| ( ) | ( ) | 1. | designed and implemented a plan for using calculators and computers in the classroom. |
| ( ) | ( ) | 2. | used mathematics manipulatives, visual aids and models useful for developing math concepts, skills, procedures, algorithms and for problem-solving. |
| ( ) | ( ) | 3. | evaluated computer software and available printed materials in terms of their appropriateness and effectiveness in helping students learn mathematics. |
| ( ) | ( ) | 4. | used instructional aids such as overhead projectors, chalkboards, bulletin boards and media (films, videos, slides, etc.) for developing mathematical concepts, skills, procedures, algorithms, generalizations and problem-solving. |
| ( ) | ( ) | 5. | used different instructional strategies for developing mathematical concepts, skills or procedures, algorithms, generalizations and problem-solving. |
| ( ) | ( ) | 6. | used strategies which are relevant to the objectives and appropriate for the learners. |
| ( ) | ( ) | 7. | used instructional strategies for teaching different math subjects and strands. |
| ( ) | ( ) | 8. | applied research and knowledge on what makes mathematics teaching most effective to teaching mathematics. |
| ( ) | ( ) | 9. | compared, contrasted and used strategies and material for developing new content, reviewing, diagnosing errors, reteaching and enriching mathematics. |
| ( ) | ( ) | 10. | prepared portfolio as specified in TPAI. |
| ( ) | ( ) | 11. | completed formal classroom observation using TPAI. |

## Resources for Delivering Instruction: Mathematics

Barnard, Janet and Thorton, Carol. Organizing for Mathematics Instruction. Reston, Virginia: National Council of Teachers of Mathematics, 1977.

Cooney, Thomas; Davis, Edward; and Henderson, K.B. Dynamics of Teaching Secondary School Mathematics. Boston: Houghton Mifflin, 1975.

Didactics and Mathematics: The Art and Science of Learning and Teaching Mathematics. Palo Alto, California: Creative Publications, Inc., 1978.

Emmer, Edmund T. et al. Organizing and Managing the Junior High Classroom. Austin, Texas: The University of Texas at Austin, 1982.

Johnson, David R. Every Minute Counts. Palo Alto, California: Dale Seymour Publications, 1982.

Johnson, David R. Making Minutes Count Even More. Palo Alto, California: Dale Seymour Publications, 1986.

Johnson, Donovan and Rising, Gerald. Guidelines for Teaching Mathematics. 2nd ed. Belmont, California: Wadsworth, 1972.

Mathematics for Georgia Secondary Schools. Atlanta, Georgia: Georgia Department of Education, 1981.

Sobel, Max A. and Maletsky, Evan M. Teaching Mathematics: A Sourcebook of Aids, Activities and Strategies. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

Delivering Instruction: Science

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| The intern will: | | | |
| 1. Prepare rationale to justify study of science. | 1a. Discuss and establish rationale. | 1a. Discuss importance of motivation in science. Discuss role of science in preparing student for careers. | 1a-b. Observe and analyze intern's performance in role play of conversation with students, parents and administrators. |
| | 1b. Role play conversation with student, parents and administrator. | 1b. Demonstrate the use of role play in conversation to justify study of science. | |
| 2. Arrive at operant philosophy for use of hands-on science learning experience. | 2a. Discuss. | 2a. Discuss hands-on approach as opposed to indirect information transmission methods. | 2a. Check intern's understanding of major methodologies. |
| | 2b. Formulate list of directions, responses, and classroom management for science laboratories. | 2b. Demonstrate list of directions, responses and classroom management terminology in the science labs. | 2b. Check adequacy of science lab instructional terminology. |
| | 2c. Rehearse techniques for providing instruction in science labs. | 2c. Provide feedback to intern as techniques are rehearsed. | 2c. Observe intern's ability to conduct activities in the science labs and the use of strategies for maintaining a science learning climate. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 3. Use instructional aids such as overhead projectors, chalkboards, bulletin boards and media (films, videos, slides, etc.) for developing science concepts, skills or procedures | 3. Develop three lesson plans in which instructional aids are used effectively. Teach and revise plans if necessary. | 3. Demonstrate and discuss the use of each instructional aid. Discuss innovative uses of these aids, such as having the bulletin board to conduct a "Problem of the Day" contest or to produce by the student a slide show on symmetry in nature. | 3. Examine lesson plans and provide feedback to intern. |
| 4. Discuss and demonstrate safety procedures for using various laboratory equipment found within classroom/ laboratory. | 4a. Develop lesson plans which incorporate the safe handling of scientific equipment within the laboratory. | 4a. Discuss safety procedures and techniques and demonstrate the correct use of laboratory equipment. | 4a. Examine lesson plans and provide feedback to intern. |
| | 4b. Develop lesson plans which incorporate the demonstration of basic first aid techniques and the use of first aid equipment/supplies. | 4b. Discuss various first aid techniques which should be used in case of emergencies within the laboratory. | 4b. Observe demonstration of safety techniques within the classroom. |
| 5. Demonstrate alternative listening-speaking delivery schemes. | 5. Develop mini lessons teaching some aspect of science using each of the delivery systems. | 5. Compare, contrast and demonstrate the following delivery systems to intern:<br>(1) Lecture<br>(2) Giving instructions<br>(3) Recitation<br>(4) Drill<br>(5) Review<br>(6) Questioning<br>(7) Oral exam<br>(8) Discussion | 5. Examine lesson plans and observe intern's use of strategies in classroom. Provide feedback. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| | | (9) Film analysis<br>(10) Debate<br>(11) Oral report<br>(12) Brainstorming | |
| 6. Demonstrate alternative reading-writing delivery schemes. | 6. Develop mini lessons teaching some aspect of science using each of the delivery systems. | 6. Compare, contrast and demonstrate the following delivery systems to intern:<br>(1) Textbook<br>(2) Workbook<br>(3) Chalkboard<br>(4) Bulletin board<br>(5) Problem-solving<br>(6) Lab report<br>(7) Team learning<br>(8) Peer review<br>(9) Peer tutoring<br>(10) Computer based instruction<br>(11) Individualized instruction<br>(12) Note taking<br>(13) Journal keeping | 6. Examine lesson plans and observe intern's use of strategies in classroom. Provide feedback. |
| 7. Demonstrate watch-doing delivery schemes. | 7a. Develop mini lessons teaching some aspect of science using each of the delivery systems. | 7a. Compare, contrast and demonstrate the following delivery systems to intern:<br>(1) Demonstration<br>(2) Field trip<br>(3) Contract<br>(4) Hands-on lab<br>(5) Inquiry<br>(6) Project | 7a-e. Examine lesson plans and observe intern's use of strategies in classroom. Provide feedback. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| | 7b. Teach, evaluate and revise mini lessons using feedback obtained from mentor and/or methods instructor. | 7b. Provide videotapes that apply each strategy to teaching come aspect of science. | |
| | 7c. In a small group select a specific topic. Within that topic identify a concept, skill or problem-solving situation and choose strategies to teach each. Describe intended class of learners and state how each strategy is relevant to objective and appropriate for learners. Practice strategies in classroom. | 7c. Discuss which strategies are most appropriate in developing specific science concepts for the ability level of the students. Show how teaching strategies can be matched to learners. | |
| | 7d. Discuss sample lesson plans. Individually select a science concept. Focus on one aspect of the concept and locate where in the curriculum it should be taught. Identify appropriate objectives, design and teach two lessons using different instructional strategies. | 7d. Provide sample lesson plans drawn from different science concepts using different delivery strategies. Discuss and evaluate strategies with respect to objectives, learners' ability and appropriate use of materials. | |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| | 7e. Review an existing lesson plan on a specific science concept and rewrite plan to incorporate each of the three major delivery schemes. | 7e. Demonstrate how the reading-writing, listening-speaking and watching-doing delivery schemes can be integrated. | |
| 8. Explore, compare, contrast and use strategies and materials for developing new content, reviewing, diagnosing errors, reteaching and enriching science. | 8a. Examine materials available for reviewing reteaching and enriching science, and prepare notebook of referenced materials. | 8a. Demonstrate and discuss strategies and materials generally most appropriate in each of these areas of science instruction. | 8a. Examine notebook of referenced materials. |
| | 8b. Design a lesson plan that develops new content carefully, and emphasizes preventing, diagnosing, and remediating student errors. Videotape this lesson being taught, and view videotape and discuss. Highlight in lesson plan where previous concepts and skills are reviewed. | 8b. Discuss importance of review and show how to incorporate ongoing review into science instruction. | 8b. Examine lesson plan of intern. Provide feedback from videotape. |

Delivering Instruction: Science

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 9. Complete an acceptable TPAI portfolio. | 9. Prepare portfolio as specified in TPAI. | 9. Explain and discuss competencies related to the development of the portfolio. Prepare mock portfolio. Allow intern to evaluate and label. | 9. Observe and provide feedback to intern using TPAI. |
| 10. Complete formal classroom observation. | 10a. View videos of teachers demonstrating competencies contained in TPAI and discuss. | 10a. Explain and discuss competencies related to the observation portion of the TPAI. Use prepared videos of teachers demonstrating competencies contained in TPAI. | 10a-c. Classroom observation of intern using TPAI. |
| | 10b. Videotape lesson in one of classes. | 10b. Discuss and analyze performance in light of TPAI competencies. | |
| | 10c. Videotape second lesson in response to instructor's feedback. | 10c. Discuss and analyze performance in light of TPAI competencies. | |

Internship: Critical Fields

Activity Summary Sheet for

Delivering Instruction: Science Component

_____Quarter

Name_____School_____

Teaching Assignment_____Beginning/Ending Date_____

The intern has:

| Yes | No | | |
|---|---|---|---|
| ( ) | ( ) | 1. | developed lesson plans and used in the classroom each of the following listening-speaking delivery schemes: lecture; giving instructions; recitations; drill; review; questioning; oral exam; discussion; film analysis; debate; oral report; and brainstorming. |
| ( ) | ( ) | 2. | developed lesson plans and used in the classroom each of the following reading-writing delivery schemes: textbook; workbook; chalkboard; bulletin board; problem solving; laboratory report; team learning; peer review; peer tutoring; programmed instruction; individualized instruction; note-taking; and journal keeping. |
| ( ) | ( ) | 3. | developed lesson plans and used in the classroom each of the following watching-doing delivery schemes: demonstration; field trip; contract; hands-on laboratory; inquiry; and project. |
| ( ) | ( ) | 4. | prepared portfolio as specified in TPAI. |
| ( ) | ( ) | 5. | completed formal classroom observation using TPAI. |

Evaluating Students' Knowledge and Skills

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| The intern will: | | | |
| 1. Use a logical sequence of evaluation of students from pre-test through progress checks and post-test to student evaluation of the instruction delivered. | 1. Discuss the progress of the evaluation procedure, including the rationale for each measure and why it contributes to the instruction process rather than distracts. | 1. Show examples of each kind of evaluation: pre-test, formative checks, post-test, student attitude assessments, etc. Apply these same procedures to this course. | 1. Check lesson plans for evidence of thorough evaluation procedures. |
| 2. Generate acceptable test items or procedures for each form:<br>a. multiple/choice/ matching<br>b. short answer/ fill-in-the blank<br>c. open ended/ discussion<br>d. oral response/ recitation/ observation of performance | 2a. Work as total group to prepare examples of each item or procedure and then expand to small group and individual practice.<br>2b. Work in small group.<br>2c. Write items/plan procedures individually with instructor's help as needed. | 2a. Provide models of good items or procedures. Work with interns as a total group to write sample items or plan sample procedures.<br>2b. Divide interns into smaller groups to write together with instructor as consultant as needed.<br>2c. Assign interns to write items/ plan procedures individually. | 2a-c. Check tests or other evaluation procedures for acceptable items or processes. |

Evaluating Students' Knowledge and Skills

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 3. Generate pre-tests, progress checking procedures, post-tests and attitudinal assessments for a given unit of study in the assigned subject area. | 3a. Incorporate full evaluation into a lesson plan currently in use in the classroom.<br><br>3b. Incorporate full evaluation into a unit of study. All item forms should be used in the process. "Answer Keys" should accompany each evaluation and each objective should have a demonstrated "match" to evaluation. | 3a. Show examples of full evaluation into a lesson plan and a unit plan.<br><br>3b. Participants in like subject areas work on unit plans to make sure all forms are present in the full sequence. | 3a-b. Check lesson plans/ unit plans. |
| 4. Demonstrate points in lesson plan where students are briefed on expectations for evaluation. | 4. Discussion. | 4. Take a sample plan and show the group when to prepare the students for an evaluation. Provide explanation of whys and hows of this briefing:<br><br>a. to be fair to the students as they prepare for the evaluation<br>b. to achieve better results from the students<br>c. to show how instructor can let students know what to expect without giving them a copy of the test | 4. Check their plans for such a procedure. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 5. Expedite turn-around time between assessment and feedback for students. | 5. Discuss and share streamline grading procedures. | 5. Lecture on procedures to expedite paper evaluation such as holistic scoring of discussion questions/research papers, analytic scoring procedures, using separate answer sheets or cards which facilitate use of overlay keys, etc. Use samples of each method of evaluation. Have teachers who have learned to streamline grading procedures share their techniques. | 5. Document turn-around time for participants in their own classes. |
| 6. Provide constructive feedback to students to encourage further progress. | 6. Model and practice ways to provide positive feedback, both in an informal and a formal situation. | 6. Point out ways the instructor has modeled the desired behavior throughout this course. Have interns role-play situations requiring careful response. Discuss pros and cons of responses used. | 6. Participants' responses to the role-playing situations will reveal understanding of correct procedures. |
| 7. Demonstrate how results of student evaluation can be used to evaluate the instruction and plan for remediation, enrichment, and revision of instructional procedures. | 7. Develop a lesson and unit plan with evaluation procedures to show how the feedback can generate a need for each of these three additions to the plan. | 7. Take a lesson and unit plan for each participant and have him/her review the evaluation results for the whole class (considering individual students where appropriate) to see where need is indicated for remediation, enrichment or reteaching. Note how the plans could be altered for next year to anticipate those needs. | 7. Compare used plan to revised plan. |

Internship: Critical Fields

Activity Summary Sheet for

Evaluating Students' Knowledge and Skills

_____Quarter

Name_____School_____

Teaching Assignment_____Beginning/Ending Date_____

The intern has:

| Yes | No | | |
|---|---|---|---|
| ( ) | ( ) | 1. | used the logical sequence of evaluation of students from pre-test through progress checks and post-tests to student evaluation of the instruction delivered. |
| ( ) | ( ) | 2. | generated and used test items for each of the following forms: multiple choice/matching; short answer/fill-in-the-blank; open-ended discussion; and oral response/recitation/observation of performance. |
| ( ) | ( ) | 3. | generated pre-tests, progress checking procedures, post-tests and attitudinal assessments for a given unit of study in the assigned subject area. |
| ( ) | ( ) | 4. | demonstrated where evaluations occur in lesson. |
| ( ) | ( ) | 5. | enumerated at least three strategies to expedite turnaround time between assessment and feedback for students. |
| ( ) | ( ) | 6. | enumerated or modeled at least three ways to provide positive feedback to students. |
| ( ) | ( ) | 7. | demonstrated how results of student evaluation can be used to evaluate instruction and to plan on remediation, enrichment and revision of instructional procedures. |

Resources for Evaluating Students' Knowledge and Skills

Brevard Inservice Teacher Center. Bridges Are to Cross. Learning Activity Package #19, "Evaluating Pupils: Establishing Criteria." 1973.

Diederick, Paul B. "Short-Cut Statistics for Teacher-Made Tests." Princeton, NJ: Educational Testing Service, 1973. (pamphlet)

Georgia Department of Education. Testing: Do Not Disturb. A Guide to Testwiseness for Students and Teachers. Atlanta, 1983.

Gluckman, I. "Grading and Academic Penalties," an audio tape from NASSP.

Gronlund, Norman. Measurement and Evaluation in Teaching (5th Edition). New York: Macmillan, 1985.

Henerson, Marlene, et. al. How to Measure Attitudes. Beverly Hills/London: Sage Publications, 1978.

"Making the Classroom Test: A Guide for Teachers." Princeton, NJ: Educational Testing Service, 1973. (pamphlet)

Morris, Lynn Lyons and Carol Taylor Fitz-Gibbon. How to Measure Achievement. Beverly Hills/London: Sage Publications, 1978.

"Multiple Choice Questions: A Close Look." Princeton, NJ: Educational Testing Service, 1973. (pamphlet)

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| A. Nature of Adolescence<br><br>The intern will: | | | |
| 1. Describe adolescence as a biological, psychological and cultural phenomenon.<br><br>Key Concepts: adolescence, puberty, rites of passage | 1. Read suggested texts and discuss. | 1. Present information and examples which describe adolescence as a biological, psychological and cultural phenomenon.<br><br>Suggested Resources:<br><br>a. Text on nature of adolescence.<br><br>b. Read Elkind, David, All Grown Up and No Place to Go: Teenagers in Crisis, 1984. | 1. Evaluate the degree to which the intern accurately describes adolescence as a biological, psychological and cultural phenomenon. |
| 2. Describe some of the major theories which seek to describe and explain adolescent development. | 2. Read selections on major theories from a dictionary or a handbook of psychology. | 2. Ask intern to reflect upon his/her own period of adolescence and determine wherein the various theories help describe or explain his/her development and that of his/her peers.<br><br>Suggested Resources:<br><br>Readings on theories of adolescence (e.g., S. Freud, G. S. Hall, E. Erikson, R. Havighurst, A. Bandura and J. Loevinger). | 2. Evaluate how well the intern interprets adolescence in light of various theories. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 3. Review the changing views of adolescence in American society.<br><br>Key concepts: "storm and stress," "alienation," "generation gap," early adolescence, late adolescence, youth | 3. Read suggested text, discuss and write. | 3. Ask intern to compare and contrast the views society held about adolescence 20 years ago with today's views.<br><br>Suggested Resources:<br><br>a. Text on nature of adolescence.<br><br>b. Read selections from: Offer, Ostrov, E. and Howard, K. I. The Adolescent, 1981.<br><br>c. Read: Newman, Joan. "Adolescents: Why They Can Be So Obnoxious," Adolescence, 1985, 20, 537-54.<br><br>d. Read selections from: Brook, C.G.D. All About Adolescence, 1985. | 3. Note similarities and differences of today's adolescent profile with that of adolescent profile 20 years ago. |
| B. Physical Development | | | |
| 4. Describe the hormonal changes which occur during adolescence.<br><br>Key concepts: puberty, endocrine glands, pituitary gland, human growth hormone, androgen, | 4. Read and discuss. | 4. Describe and explain the various hormonal changes which occur during adolescence.<br><br>Suggested Resources:<br><br>Text on physical development. | 4. Assess how well the intern can explain the various hormonal changes which occur during adolescence. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| testosterone, estrogen, progesterone | | | |
| 5. Describe the ranges and rates of physical growth among males and females which occur during adolescence.<br><br>Key concept: adolescent "growth spurt" | 5. Read and discuss. | 5. Discuss and show examples of the range and rates of physical growth among adolescent males and females.<br><br>Suggested Resource:<br><br>Read: Tanner, J.M. "Growing," Scientific American, 1973, 22, 34-43. | 5. Assess how well the intern can describe the ranges and rates of adolescent physical growth. |
| 6. Describe the bodily changes which accompany sexual maturation during adolescence.<br><br>Key concepts: menarche, pubic hair, uterus, vagina, testes, scrotum | 6. Read and discuss. | 6. Discuss and explain the bodily changes. | 6. Evaluate how well the intern can describe the bodily changes which accompany sexual maturation. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 7. Explain the phenomenon of the "secular trend" and describe the various explanations for it.<br><br>Key Concept: secular trend | 7. Read and discuss. | 7. Discuss and explain the phenomenon of the "secular trend." | 7. Assess how well the intern can describe the various explanations for the "secular trend." |
| 8. Describe the psychosocial implications of early and late maturation among adolescent males and females.<br><br>Key Concepts: early maturation, late maturation | 8. Read and discuss. | 8. Discuss and explain the implications of early and late maturation. Ask intern to reflect upon his/her adolescent growth spurt and those of his/her peers and identify examples of the effects of early or late maturation on psychosocial development. | 8. Evaluate intern's description of the effects of early or late maturation on psychosocial development. |
| 9. Describe the relationships between body type and psychosocial development.<br><br>Key Concept: physical appearance, i.e., shape, size, and personality relationship | 9. Read and discuss. | 9. Show examples of body types and discuss relationship between body type and psychosocial development.<br><br>Suggested Resources:<br><br>Read: Lerner, R.M., et al. "Physical Attractiveness, Physical Effectiveness and Self-concept in Late Adolescence." Adolescence, 1976, 11, 313-326. | 9. Assess how well the intern can describe the relationship between body type and psychosocial development. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| C. Personality Development | | | |
| 10. Name and describe Erik Erikson's eight stages of psychosocial development.<br><br>Key Concepts: Erikson's eight stages | 10. Read and discuss. | 10. Discuss and provide examples of Erik Erikson's eight stages of psychosocial development.<br><br>Suggested Resources:<br><br>a. Text on personality development.<br><br>b. Read: Erikson, E. Childhood and Society, 1950. | 10. Assess how the intern can identify the eight stages of psychosocial development. |
| 11. Describe the nature of Erikson's stage of "identity vs. role confusion."<br><br>Key Concepts: identity, role confusion, psychological moratorium, negative identity, delinquent identity | 11. Read and discuss. | 11. Discuss and provide examples of Erikson's stage of "identity vs. role confusion."<br><br>Suggested Resources:<br><br>Read selections from: Waterman, Alan S. (ed.). Identity in Adolescence: Processes and Contents, 1985. | 11. Assess how well the intern describes "identity vs. role confusion." |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 12. Describe James Marcia's typology for identity resolutions.<br><br>Key Concepts: crisis, commitment, identity achieved, identity foreclosure, identity diffused, moratorium | 12. Read and discuss. | 12. Discuss and provide examples.<br><br>Suggested Resources:<br><br>Read: Marcia, J. "Identity in Adolescence," in J. Adelson (ed.) Handbook of Adolescent Psychology, 1980. | 12. Assess how well the intern describes Marcia's topology for identity resolution. |
| 13. Describe "self-concept." | 13. Read and discuss. Administer self-concept or self-esteem instruments to students. | 13. Ask intern to consult the school system psychologist concerning methods used to evaluate students' self-concept and self-esteem. If available, examine and administer evaluation instruments (e.g., Coopersmith's Self-Esteem Inventory or the Piers-Harris Scale.) | 13. Assess how well the intern administers self-esteem or self-concept inventories and interprets the results. |
| 14. Describe the changing criteria which form the basis of self-concept and self-esteem in adolescence. | 14. Conduct the "Getting to Know you" activity with other members of class or teachers. (Appendix C) | 14. Discuss and show examples of the changing criteria which form the basis of self-concept and self-esteem in adolescence. | 14. Analyze and discuss the results of the "Getting to Know You" activity in relation to criteria which form the basis of self-concept and self-esteem. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| Key Concepts: ideal self, perceived self, described self, abiding self, transient self | | Suggested Resources:<br>a. Read: "Mboya, Moyobani M., "Black Adolescents: A Descriptive Study of Their Self-Concepts and Academic Achievement," Adolescence, 1986, 21, 689-696.<br>b. Read selections from: Forisha, B. Power and Love: Tales of Transition, 1981.<br>C. Read: Walker, Lynn S. and Greene, John W. "The Social Context of Adolescent Self-Esteem," Journal of Youth and Adolescence, 1986, 15, 315-322. | |
| 15. Describe the basis for and variations between self-concept and self-esteem among adolescents. | 15. Observe two students in class, one which appears to have a negative self-concept and one who appears to have a positive self-concept. Describe possible basis for each. | 15. Provide examples of variations among self-concept and self-esteem among adolescents. Discuss basis for variations. | 15. Evaluate descriptions of students. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 16. Describe the patterns of gender-role development and gender identity during adolescence.<br><br>Key Concepts: gender-(sex) role, gender identity, femininity, masculinity, androgyny | 16. Describe the pattern of gender-role development and gender-role identity of a student. | 16. Discuss and provide examples of the patterns of gender-role development and gender identity. | 16. Evaluate the intern's description of the pattern of gender-role development and identity of a student. |
| 17. Describe the concept of "autonomy" as it relates to adolescent development.<br><br>Key Concepts: autonomy, behavioral autonomy, emotional autonomy | 17. Read and discuss. | 17. Discuss and provide examples of "autonomy" as it relates to adolescent development. | 17. Evaluate how well the intern describes the concept of "autonomy" as it relates to adolescent development. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 18. Describe the sequential stages in the adolescent's movement toward autonomy.<br><br>Key Concepts: satellization, desatellization, executive autonomy, volitional autonomy | 18. Interview teenagers between the ages of 14 and 18. Determine the degrees of autonomy which they appear to have achieved. Distinguish between "behavioral autonomy" and "emotional autonomy" in their reports. | 18. Provide guidelines and sample questions which intern may use to determine the extent to which autonomy has been achieved. | 18. Critique reports of intern's interviews. |
| 19. Describe the gender differences in the adolescent achievement of autonomy.<br><br>Key Concepts: dependency, counter dependency | 19. In the interviews with teenagers distinguish the gender differences. | 19. Provide examples and discuss gender differences. | 19. Critique reports of intern's interviews. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| D. Social Development | | | |
| 20. Describe the changing patterns of the American family.<br><br>Key Concepts: intact home, single-parent home, reconstituted (blended) home | 20. Examine records of students to determine the distribution of family types which they represent. | 20. Discuss and provide examples of how changes in the patterns of the American family have occurred. Discuss implications of changes. | 20. Critique the report of the distribution of the family type and discuss implications. |
| 21. Describe family constellation factors and their correlates with adolescent development.<br><br>Key Concepts: family size, birth order, siblings, spacing | 21. Prepare own family constellation for two or three generations. Determine if this reflects any pattern in the changes of family constellation factors. | 21. Discuss and show examples of family constellations. Note how patterns are reflected. | 21. Examine intern's family constellations. |
| 22. Describe the correlates of social class, working mothers and single-parent homes with adolescent development. | 22. Examine student records to determine any correlates of family structure with students' academic, social and personality development. | 22. Discuss and provide examples of correlates of family structure with students' academic, social and personality development. | 22. Examine the degree to which the intern could evaluate records for correlates of family structure with students' academic, social and personality development. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| Key Concept: social class | | | |
| 23. Describe various parenting styles (e.g., D. Baumrind's typology: E. Schaeffer's circumplex model.)<br><br>Key Concepts: authoritarian, authoritative, permissive, warmth, hostility, control, autonomy | 23. Analyze the parenting style of own parents. | 23. Discuss and provide examples of different parenting styles.<br><br>Suggested Resources:<br><br>Read: Baumrind, D. "Authoritarian vs. Authoritative Control," Adolescence, 1968, 3, 255-272. | 23. Evaluate the ability of the intern to match parenting style with behavior of parents. |
| 24. Define and describe the functions of adolescent peer groups.<br><br>Key Concept: peer group | 24. Read and discuss. | 24. Discuss and describe the functions of adolescent peer groups.<br><br>Suggested Resources:<br><br>Text on adolescent peer groups. | 24. Evaluate the intern's definitions and functions of the adolescent peer groups. |
| 25. Define and describe the various types of adolescent peer groups.<br><br>Key Concepts: cliques, crowds | 25. Observe the peer group interactions of students. Determine which of their activities reflect "clique" and "crowd" activities. | 25. Discuss and provide examples. | 25. Evaluate the extent to which the intern can define and describe various peer groups. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 26. Describe the influences toward conformity among adolescent peer groups.<br><br>Key Concepts: prosocial, neutral and antisocial conformity | 26. Discuss and share examples of influences toward conformity in students. | 26. Discuss and provide examples.<br><br>Suggested Resources:<br><br>a. Text on adolescent peer groups.<br><br>b. Read: Berndt, T.J. "Developmental Changes in Conformity Peers and Parents," in J. Santrock. Adolescence, 1981. | 26. Assess the intern's description of the influences toward conformity among adolescent peer groups. |
| 27. Describe the changing patterns of peer groups and friendships which occur during adolescence. | 27. Reflect upon own peer groups and friendships from elementary, junior high and high school. Determine how these reflect the patterns of change typical of adolescent development. | 27. Discuss and provide examples. | 27. Assess how well the intern describes the changing patterns of peer groups and friendships. |
| 28. Describe the differences between the influence of parents and peers on adolescent behavior and beliefs. | 28. Reflect on own adolescence and cite examples of parent and peer influences on own behavior and beliefs. | 28. Discuss and show examples of parental and peer influence.<br><br>Suggested Resources:<br><br>a. Read selections from: Youniss, James and Smollar, Jacqueline. Adolescent Relations with Mothers, Fathers and Friends, 1985. | 28. Evaluate the intern's ability to distinguish parental and peer influences. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
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| | | b. Read: Wilks, Jeffrey, "The Relative Importance of Parents and Friends in Adolescent Decision Making," Journal of Youth and Adolescence, 1986, 15 323-334. | |
| E. Cognitive Development | | | |
| 29. Describe the quantitative notion of "intelligence," the rise of the intelligence testing movement, and the controversies which have surrounded it.<br><br>Key Concepts: intelligence, IQ | 29. Interview the school system psychologist on the policies and procedures for intelligence testing in school system. Examine any available intelligence tests which are used by the school system. | 29. Discuss issues and findings of intern concerning policies and procedures for intelligence tests in his/her school. Provide samples of intelligence tests.<br><br>Suggested Resources:<br><br>a. Text on cognitive development.<br><br>b. Read: Gould, Stephen J. The Mismeasure of Man, 1981, (see chapters 5-7). | 29. Assess the intern's ability to discuss issues surrounding intelligence tests. |
| 30. Describe Jean Piaget's theory of cognitive development.<br><br>Key Concepts: organization, adaptation, assimilation, | 30. Read and discuss. | 30. Present theory and discuss. Provide specific examples of the stages of cognitive development.<br><br>Suggested Resources:<br><br>Read selections from: Gross, Thomas F. Cognitive Development, 1985. | 30. Evaluate the intern's ability to describe Piaget's theory of cognitive development. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| accommodation, equilibration, schemes | | | |
| 31. Name and describe Piaget's stages of cognitive operations.<br><br>Key Concepts: sensorimotor, preoperational, concrete operations, formal operations | 31. Select an appropriate subject (4-6 years) and administer one or more of Piaget's conservation or classification tasks. Determine the response stage of the subject. | 31. Discuss and demonstrate the administration of conservation and classification tasks. | 31. Assess the intern's interpretation of the response stages of the subject. |
| 32. Describe the major features of concrete and formal operational thought.<br><br>Key Concepts: conservation, reversibility, combinatorial logic, hypothetico-deductive thought | 32. Have students perform one or more of the Piagetian tasks (e.g., pendulum task). Determine the degree to which the subjects reflect concrete or formal operational reasoning. | 32. Discuss and demonstrate Piagetian tasks which require subjects to respond at the concrete or formal operational stage.<br><br>Suggested Resources:<br><br>Read: Inhelder, B. and Piaget, J. The Growth of Logical Thinking from Childhood to Adolescence. | 32. Evaluate the intern's interpretation of the response stage of the student. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 33. Describe the phenomenon of adolescent "egocentrism."<br><br>Key Concepts: egocentrism, personal fable, imaginary audience | 33. Describe a student who exhibits egocentric behavior. | 33. Discuss and provide examples of egocentrism.<br><br>Suggested Resources:<br><br>a. Text on cognitive development.<br><br>b. Read: Elkind, David, "Understanding the Young Adolescent," Adolescence, 1978, 13, 127-134. | 33. Assess how well the intern describes the phenomenon of "egocentrism." |
| 34. Determine the various definitions of "creativity."<br><br>Key Concepts: creativity, divergent thinking, convergent thinking | 34. Examine any tests of creativity (e.g., Torrance) which the school psychologist may have available. | 34. Provide examples and discuss tests of creativity. | 34. Assess how well the intern defines "creativity." |
| 35. Describe the behaviors of adolescents which might reflect creativity. | 35. Identify and describe the behaviors of students which reflect creativity. | 35. Discuss and provide examples.<br><br>Suggested Resources:<br><br>Read: Davis, G.A., "Care and Feeding of the Creative Adolescent," in R.E. Grinder (ed.), Studies in Adolescence, 1975. | 35. Evaluate intern's description of creative student. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
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| **F. Moral Development** | | | |
| 36. Determine the various definitions of "morals," "values," and "ethics."<br><br>Key Concepts: morals, values, ethics | 36a. Examine dictionary or encyclopedia definitions and discuss.<br><br>36b. Informally administer and discuss the "Moral Attitude Questionnaire" to ascertain the various beliefs which are held about morals. (Appendix D) | 36a-b. Discuss definition of "morals," "values," and "ethics" and the interpretation of the "Moral Attitude Questionnaire." | 36a-b. Review intern's interpretation of the "Moral Attitude Questionnaire." |
| 37. Distinguish among moral judgment, moral behavior and moral affect.<br><br>Key Concepts: moral judgment, moral behavior, moral affect | 37. Reflect upon own experiences which have involved issues of moral judgment, moral behavior and moral affect. Determine wherein these have or have not been compatible with own thinking, acting and feeling. | 37. Discuss and provide examples of moral judgment, moral behavior and moral affect.<br><br>Suggested Resources:<br><br>Test on moral development. | 37. Review intern's ability to distinguish among moral judgment, moral behavior and moral affect. |
| 38. Describe the major concepts and principles of social learning theory used to explain moral behavior.<br><br>Key Concepts: modeling, imitation, reinforcement | 38. Read and discuss. | 39. Discuss.<br><br>Suggested Resources:<br><br>Read: Hoffman, M., "Moral Development in Adolescence," in J. Adelson's Handbook of Adolescence, 1980. | 38. Evaluate intern's ability to describe the major concepts and principles of social learning theory used to explain moral behavior. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 39. Describe Lawrence Kohlberg's theory of cognitive moral development.<br><br>Key Concepts: Kohlberg's six stages, moral dilemmas | 39. Create a "moral dilemma" and informally administer it to some students. Analyze the students' responses to determine if they can be classified according to stages. | 39. Discuss Kohlberg's theory. Demonstrate how a "moral dilemma" can be created.<br><br>Suggested Resources:<br><br>Read selections from: Haan, Norma, et al. On Moral Grounds: The Search for Practical Morality, 1985. | 39. Evaluate intern's ability to classify student's responses according to stages. |
| 40. Describe the evidences for assuming gender differences in moral development. | 40. Read and discuss. | 40. Discuss and provide examples of gender differences in moral development.<br><br>Suggested Resources:<br><br>Read: Gilligan, Carol, "In a Different Voice: Women's Conception of the Self and Morality," Harvard Educational Review, 1977, 47, 481-517. | 40. Evaluate intern's ability to describe gender differences in moral development. |
| 41. Describe the influences of family and peers on adolescent moral development. | 41. Describe examples of peer's influence on adolescent moral development using students in classes. | 41. Discuss and provide examples.<br><br>Suggested Resources:<br><br>a. Text on moral development.<br>b. Read: Gfellner, Barbara M., "Ego Development and Moral Development in Relation to Age and Grade Level During Adolescence," Journal of Youth and Adolescence, 1985, 15, 147-163. | 41. Review intern's examples to determine peer's influence. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| **6. Adolescent Sexuality** | | | |
| **42. Describe the various attitudes toward sex among American adolescents.**<br><br>**Key Concepts: sexual attitudes, dating, petting, intercourse, masturbation, promiscuity, homosexuality** | 42. Compare various attitudes regarding sex held by adolescents today with the attitudes intern held as an adolescent. | 42. Discuss various attitudes regarding six held by adolescents. Draw attention to recent polls.<br><br>Suggested Resources:<br><br>a. Text on adolescent sexuality.<br><br>b. Read: Offer, D., Ostrov, E. and Howard, K.I. The Adolescent, 1981.<br><br>c. Read: Roche, John P., "Premartial Sex: Attitudes and Behavior by Dating and Stage," Adolescence, 1986, 21, 107-121. | 42. Assess the intern's ability to describe the various sexual attitudes of adolescents. |
| **43. Describe the patterns of sexual behavior among American adolescents.** | 43. Interview the school counselor to gain information concerning the patterns of adolescent sexual behavior. | 43. Discuss.<br><br>Suggested Resources:<br><br>Read: Sorenson, R.C. Adolescent Sexuality in Contemporary America, 1973. | 43. Assess the intern's ability to describe the patterns of adolescent sexual behavior. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 44. Describe the amount and nature of information about sex among American adolescents.<br><br>Key Concepts: sex education, conception, pregnancy, birth control, venereal diseases | 44a. Interview the school counselor concerning the prevailing level of sexual information and understanding among students.<br><br>44b. Examine any course guides for sex education available in school system. | 44. Discuss recent findings concerning the nature of information about sex held by adolescents.<br><br>Suggested Resources:<br><br>Read: Fisher, Terri D., "Parent Child Communication About Sex and Young Adolescents' Sexual Knowledge and Attitudes," Adolescence, 1986, 21, 517-527. | 44. Evaluate the intern's ability to describe the nature of information about sex held by American adolescents. |
| 45. Describe the incidence, nature and correlates of sexual problems among American adolescents.<br><br>Key Concepts: intercourse, pregnancy, sexual deviance, veneral diseases, homosexuality | 45a. Interview the school counselor concerning the prevalence of sexual problems among students.<br><br>45b. Interview a representative of the County Health Department concerning the issues of teenage pregnancy and venereal diseases. | 45. Discuss incidence, nature and problems.<br><br>Suggested Resources:<br><br>a. Text on problems of adolescence; sexual behavior of adolescents.<br><br>b. Read selections from: Lancaster, Jane B. and Hamburg, Beatrix A. (eds.). School-Age Pregnancy and Parenthood: Bisocial Dimensions, 1986. | 45. Evaluate intern's report of interview as it relates to incidence, nature and correlates of adolescent sexual problems. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| H. Problems of Adolescence | | | |
| 46. Describe the incidence, nature and correlates of drug abuse among American adolescents.<br><br>Key Concepts: drug abuse, alcohol abuse, types of illicit drugs | 46. Contact representatives of area drug-abuse clinics or agencies. Interview them concerning the prevalence of drug abuse among adolescents. | 46. Discuss incidence, nature and correlates.<br><br>Suggested Resources:<br><br>a. Text on problems of adolescence and adolescent drug abuse.<br><br>b. Read: Kovach, John A. and Glickman, Nita W., "Level and Psychosocial Correlates of Adolescent Drug Use," Journal of Youth and Adolescence, 1986, 15, 61-77.<br><br>c. Read selections from: Beschner, George and Friedman, Alfred S. (eds.). Teen Drug Use, 1986. | 46. Evaluate intern's report of interview as it relates to incidence, nature and correlates of adolescent drug abuse. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| 47. Define "delinquent" and describe the incidence, nature and correlates of juvenile delinquency among American adolescents.<br><br>Key Concept: juvenile delinquency | 47. Contact representatives of the juvenile court or other agencies that provide services to children in community. Interview them concerning the problems of juvenile delinquency. | 47. Discuss incidence, nature and correlates of juvenile delinquency. Discuss results of interviews.<br><br>Suggested Resources:<br><br>a. Text on problems of adolescence and juvenile delinquency.<br><br>b. Read: Figueira-McDonough, Josefina, "School Context, Gender and Delinquency," Journal of Youth and Adolescence, 1986, 15, 79-98.<br><br>c. Read selections from: Kaplan, Howard B. Patterns of Juvenile Delinquency, 1984. | 47. Evaluate intern's report of interview as it relates to incidence, nature and correlates of juvenile delinquency. |
| 48. Describe the incidence, nature and correlates of psychological disorders among American adolescents. | 48. Conduct an interview with a representative of a mental health agency in community. Determine the prevalence and nature of adolescent psychological problems. | 48. Discuss incidence, nature and correlates of psychological disorders. Discuss results of interviews.<br><br>Suggested Resources:<br><br>a. Texts on problems of adolescence and psychological disorders of adolescence. | 48. Evaluate intern's report of interview as it relates to incidence, nature and correlates of psychological disorders among American adolescents. |

| Suggested Objectives for Intern | Suggested Activities for Intern | Suggested Procedures for Curriculum/Methods Instructor | Suggested Evaluation Techniques |
|---|---|---|---|
| Key Concepts: anxiety, stress, depression, anorexia nervosa, bulimia, suicide, schizophrenia | | b. Read selections from: Peck, Michael L. et al. (eds.) Youth Suicide, 1985.<br><br>c. Read selections from: Lee, Essie E. and Wortman, Richard. Down is Not Out: Teenagers and Depression, 1986. | |
| 49. Describe the incidence and correlates of school failure and dropouts among American adolescents.<br><br>Key Concepts: school leaving, school dropout | 49. Conduct interviews with school system personnel to determine the incidence of academic failure and school dropouts. Determine what programs exist to alleviate these problems. | 49. Discuss findings of interviews. Provide current information relating to school failure and dropouts.<br><br>Suggested Resources:<br><br>Text on problems of adolescence; school problems. | 49. Evaluate intern's report of interview as it relates to failure and dropouts. |

Internship: Critical Fields

Activity Summary Sheet for

Human Growth and Development

_____Quarter

Name_____School_____

Teaching Assignment_____Beginning/Ending Date_____

The intern has:

| | | | |
|---|---|---|---|
| ( ) | ( ) | 1. | described adolescence as a biological, psychological and cultural phenomenon. |
| ( ) | ( ) | 2. | described theories which explain adolescent development. |
| ( ) | ( ) | 3. | reviewed the changing views of adolescence. |
| ( ) | ( ) | 4. | described the hormonal changes which occur during adolescence. |
| ( ) | ( ) | 5. | described the ranges and rates of adolescent physical growth. |
| ( ) | ( ) | 6. | described the bodily changes which accompany sexual maturation. |
| ( ) | ( ) | 7. | provided various explanations for the "secular trend." |
| ( ) | ( ) | 8. | described the psychosocial implications of early and late maturation among adolescents. |
| ( ) | ( ) | 9. | described the relationship between body type and psychosocial development. |
| ( ) | ( ) | 10. | described Erikson's eight stages of psychosocial development. |
| ( ) | ( ) | 11. | described the nature of Erikson's state of "identity versus role confusion." |
| ( ) | ( ) | 12. | described James Marcia's typology for identity resolutions. |
| ( ) | ( ) | 13. | distinguished between "self concept" and "self esteem." |
| ( ) | ( ) | 14. | described the changing criteria which form the basis of self concept and self esteem in adolescence. |

Activity Summary Sheet for
Human Growth and Development - cont'd

| Yes | No | | |
|---|---|---|---|
| ( ) | ( ) | 15. | described the basis for and variations among self concept and self esteem among adolescents. |
| ( ) | ( ) | 16. | described the patterns of gender-role development and gender identity during adolescence. |
| ( ) | ( ) | 17. | described the concept of "autonomy" as it relates to adolescent development. |
| ( ) | ( ) | 18. | described the sequential stages in the adolescent's movement toward autonomy. |
| ( ) | ( ) | 19. | described the gender differences in the adolescent achievement of autonomy. |
| ( ) | ( ) | 20. | described the changing patterns of the American family. |
| ( ) | ( ) | 21. | described family constellation factors and their correlates with adolescent development. |
| ( ) | ( ) | 22. | described the correlates of social class, working mothers and single-parent homes with adolescent development. |
| ( ) | ( ) | 23. | described various parenting styles (e.g., D. Baumrind's typology; E. Schaeffer's circumplex model). |
| ( ) | ( ) | 24. | defined and described the functions of adolescent peer groups. |
| ( ) | ( ) | 25. | defined and described the various types of adolescent peer groups. |
| ( ) | ( ) | 26. | discussed and shared examples of influences toward conformity in students. |
| ( ) | ( ) | 27. | described the changing patterns of peer groups and friendships which occur during adolescence. |
| ( ) | ( ) | 28. | described the differences between the influence of parents and peers on adolescent behavior and beliefs. |
| ( ) | ( ) | 29. | described the quantitative notion of "intelligence," the rise of the intelligence testing movement, and the controversies which have surrounded it. |
| ( ) | ( ) | 30. | described Jean Piaget's theory of cognitive development. |

Activity Summary Sheet for
Human Growth and Development - cont'd

The intern has:

| Yes | No | | |
|---|---|---|---|
| ( ) | ( ) | 31. | named and described Piaget's stages of cognitive operations. |
| ( ) | ( ) | 32. | had students perform one or more of the Piagetian tasks (e.g., pendulum task). Determined the degree to which the subjects reflect concrete or formal operational reasoning. |
| ( ) | ( ) | 33. | described one student who exhibits egocentric behavior. |
| ( ) | ( ) | 34. | determined the various definitions of "creativity." |
| ( ) | ( ) | 35. | described the behaviors of adolescents which might reflect creativity. |
| ( ) | ( ) | 36. | determined the various definitions of "morals," "values" and "ethics." |
| ( ) | ( ) | 37. | distinguished among moral judgment, moral behavior and moral affect. |
| ( ) | ( ) | 38. | described the major concepts and principles of social learning theory used to explain moral behavior. |
| ( ) | ( ) | 39. | described Lawrence Kohlberg's theory of cognitive moral development. |
| ( ) | ( ) | 40. | described the evidences for assuming gender differences in moral development. |
| ( ) | ( ) | 41. | described the influences of family and peers on adolescent moral development. |
| ( ) | ( ) | 42. | described the various attitudes toward sex among American adolescents. |
| ( ) | ( ) | 43. | described the patterns of sexual behavior among American adolescents. |
| ( ) | ( ) | 44. | described the amount and nature of information about sex among American adolescents. |
| ( ) | ( ) | 45. | described the incidence, nature and correlates of sexual problems among American adolescents. |

Activity Summary Sheet for
Human Growth and Development - cont'd

The intern has:

| Yes | No | | |
|---|---|---|---|
| ( ) | ( ) | 46. | described the incidence, nature and correlates of drug abuse among American adolescents. |
| ( ) | ( ) | 47. | defined "delinquent" and described the incidence, nature and correlates of juvenile delinquency among American adolescents. |
| ( ) | ( ) | 48. | described the incidence, nature and correlates of psychological disorders among American adolescents. |
| ( ) | ( ) | 49. | described the incidence and correlates of school failure and dropouts among American adolescents. |

## Suggested Textbooks

To ensure a common core of learnings for all interns enrolled in the Human Growth and Development course, it is recommended that a textbook be acquired. The following is a list of suggested textbooks.

Atwater, Eastwood. Adolescence. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1983.

Czikszentmihalyi, Mihaly and Larson Reed. Being Adolescent: Conflict and Growth in the Teenage Years. New York: Basic Books, 1986.

Dacey, John. Adolescents Today (3rd edition). Glenview: IL: Scott Foresman, 1986.

Dusek, Jerome B. Adolescent Development and Behavior. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1987.

Fuhrmann, Barbara. Adolescence, Adolescents. Boston: Little, Brown and Co., 1985.

Garbarino, James. Adolescent Development: An Ecological Perspective. Columbus, OH: Merrill Publishing Co., 1985.

Jensen, Larry C. Adolescence: Theories, Research, Applications. St. Paul, MN: West Publishing Co., 1985.

Kimmel, Douglas C. and Weiner, Irving B. Adolescence: A Development Transition. Hillsdale, NJ: Lawrence Erlbaum Associates, 1985.

Lloyd, Margaret A. Adolescence. New York: Harper and Row Publishers, 1985.

McCandless, Boyd R. and Coop, Richard H. Adolescents: Behavior and Development (2nd edition). New York: Holt, Rinehart and Winston, Inc., 1979.

Newman, Philip and Newman, Barbara. Adolescent Development. Columbus, OH: Merrill Publishing Co., 1986.

Rogers, Dorothy. Adolescents and Youth (5th edition). Englewood Cliffs, NJ: Prentice-Hall, Inc., 1985.

Santrock, John W. Adolescence: An Introduction (3rd edition). Dubuque, IO: William C. Brown Publishers, 1987.

## Suggestions for Supplementary Readings

In some cases the instructor and interns may not have access to a library in order to read the selections listed in the course outline. In those cases, it is suggested that the interns acquire a book of readings or a handbook on adolescent development. The following is a list of suggested supplementary reading sources.

Adelson, Joseph (ed.). Handbook of Adolescent Psychology. New York: John Wiley and Sons, 1980.

Bruggen, Peter and O'Brian, Charles. Surviving Adolescence: A Handbook for Adolescents and Their Parents. Winchester, MA: Faber and Faber, 1986.

Esman, Aaron H. The Psychology of Adolescence: Essential Readings. New York: International Universities Press, 1975.

Grinder, Robert E. (ed.). Studies in Adolescence: A Book of Readings in Adolescent Development (3rd edition). New York: Macmillan Publishing Company, Inc., 1975.

Malmquist, Carl. Handbook of Adolescence. Northvale, NJ: Aronson, Jason, Inc., 1985.

Muus, Rolf E. (ed.). Adolescent Behavior and Society: A Book of Readings (3rd edition). New York: Random House, 1980.

When interns do not have access to library periodical literature, the staff development center of the school system should endeavor to acquire subscriptions to the following journals.

Adolescence
Libra Publishers, Inc.
4901 Morena Boulevard
Suite 330
San Diego, California 92117

Journal of Youth and Adolescence
Plenum Publishing Corporation
233 Spring Street
New York, New York 10013

Youth and Society
Sage Publications
275 S. Beverly Drive
Beverly Hills, California 90212

## Getting to Know You

First, inform members of the group that you will play a "Getting to Know You" game. Provide a blank sheet of paper and a pencil for each person. Tell them that the paper is to be used to answer the question: "Who am I?" Each person is to write down 12 simple descriptive statements that would tell another person the answer to that question. Urge them to try to be helpful to one who might read the paper later, introducing themselves as they really believe themselves to be, so that a reader would feel well-acquainted from having read the list of 12 statements.

Next, when this "Who am I?" task is completed, arrange the members of the group in pairs. Ask them to face each other, turn the paper over, and answer the question "Who are you?" on the reverse side. This will involve writing down 12 descriptive statements that would introduce a reader to the other member of each pair. Again, urge them to be as helpful as possible to a reader, trying to introduce the other person as fully as possible.

Finally, collect the papers (in pairs, so that you can match the descriptions later). You may use the examination of these reports as a basis for a group discussion of self-perception and the perception of others, if you wish. Or you may merely inspect the descriptions to enrich your own understanding of self-concept. Ask yourself (or the group) these questions:

1. What elements of the self-concept seem to be most important to people? (Those which appear first on the lists.)
   Are they related to one's body and personal appearance?
   Are they related to one's possessions?
   Are they related to one's family and/or friends?
   Do they identify the person in terms of membership in groups or categories:

2. Do most people make evaluative judgments about themselves?
   Do such evaluative judgments occur early in the lists or later in the lists?
   Are there more flattering than derogatory evaluative statements?
   Are people inclined to say good things about themselves more readily than bad things?

3. Do people tend to perceive themselves more or less the same way that others perceive them? (That is, do the "Who am I?" descriptions correspond to the appropriately paired "Who are you?" descriptions?)
   In what areas are these two most congruent?

4. Do the processes involved in self-perception and self-description in adolescents seem to be similar or different from those in adults?
   Can you identify any sex differences in self-perception?
   Can you identify any age differences in self-perception?
   Can you identify any ethnic differences in self-perception?

## Moral Attitude Questionnaire

Indicate the degree of your agreement or disagreement with the following statements according to the scale below. Do this by placing the number corresponding to your response in the blank on the left of the statement.

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| agree strongly | agree | agree somewhat | disagree somewhat | disagree | disagree strongly |

____ 1. Human beings are "born with a conscience"; i.e., we are presdisposed at birth to develop a sense of right or wrong.

____ 2. The only motive anyone has for doing anything is to get something for himself. Even when one helps others, it is only because it makes one feel good.

____ 3. Morals are actually the social customs of a particular society; acting morally means acting in accord with social standards.

____ 4. Only if you would agree to let others do what you are doing can you claim that what you are doing is morally right.

____ 5. It would be impossible to separate moral beliefs from religious beliefs; without an awareness of God there would be no moral rules.

____ 6. The only thing that is worth pursuing is pleasure; everyone acts in ways that will bring them pleasure.

____ 7. Morals will differ from place to place and from time to time; i.e., morals rules are not universal or eternal.

____ 8. No one knows absolutely what is morally right and wrong; while we may have <u>our</u> moral code, we cannot know that others should be obligated to the same moral code.

____ 9. Moral rules are actually determined by the beliefs of a majority of the members of a society.

____10. There are no <u>absolute</u> moral rules which can cover all situations; sometimes one must take the particular circumstances into consideration when making a moral judgment.

APPENDIX A

CRITICAL FIELDS CERTIFICATION THROUGH STAFF DEVELOPMENT

NOTICE OF INTENT

CRITICAL FIELDS CERTIFICATION THROUGH STAFF DEVELOPMENT

NOTICE OF INTENT

The _____ School System is hereby notifying the Unit of Teacher Education and Staff Development, Georgia Department of Education, that it plans to offer staff development courses during the school year _____ leading to professional certification in the critical field areas as designated by the State Board of Education.

In offering these courses, the system makes the following assurances.

1. Course syllabi provided by the Department will be included in the content of the courses;

2. The Procedures and Standards for Certification Renewal through Staff Development will be followed in developing, approving, and carrying out the course(s);

3. The Internship course will be at least 150 contact hours (114 hours after school: 1 hour per day, 3 days per week);

4. The Curriculum and Methods courses will be at least 100 contact hours (76 hours after school, 24 hours of observations during school);

5. The mandated course in the identification and education of children with special needs will be written against the criteria for the H.B. 671 course and submitted to the Department for approval prior to the course's beginning date; and

6. Approved procedures for reporting credit to the Department will be followed.

_____ Signature of School System Superintendent

_____ Date

_____ Signature of Staff Development Coordinator

_____ Date

# APPENDIX B

## INTERNSHIP OBJECTIVE OVERVIEW

INTERNSHIP: CRITICAL FIELDS

FIRST QUARTER - Foreign Language

NAME_____ SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Established beginning year (quarter/semester) routines by identifying school policies and procedures, and establishing classroom and record-keeping procedures.

( ) ( ) 2. Developed a set of rules for student behavior in the classroom, and a set of procedures for student responsibility and accountability

( ) ( ) 3. Demonstrated techniques to reinforce acceptable student behavior

( ) ( ) 4. Demonstrated techniques to redirect off-task learners

( ) ( ) 5. Identified disruptive behavior and taken appropriate and prompt corrective action

( ) ( ) 6. Demonstrated a positive learning climate by expressing enthusiasm for subject, learning, and learner

( ) ( ) 7. Stimulated student interest in topic

( ) ( ) 8. Initiated and maintained classroom communication free from sarcasm and ridicule

( ) ( ) 9. Used standard English

( ) ( ) 10. Provided appropriate directions for instruction and classroom management

Organizing the Curriculum

( ) ( ) 1. Written objectives that state student behavior in measurable terms

( ) ( ) 2. Written objectives appropriate for students' ages and abilities

( ) ( ) 3. Developed activities which relate to lesson objectives

( ) ( ) 4. Specified resources to achieve selected objectives

( ) ( ) 5. Written assessment items that measure lesson objectives

Delivering Instruction: Foreign Language

( ) ( ) 1. Prepared a written rationale to justify study of foreign language for all students

( ) ( ) 2. Arrived at operant philosophy for use of foreign language versus native language in classroom

( ) ( ) 3. Arrived at an operant philosophy on error correction

( ) ( ) 4. Identified theory and demonstrated methods for teaching the skill of listening

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Demonstrated within lesson plans where students are briefed on expectations for evaluation

( ) ( ) 2. Provided constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Curriculum Specialist

_____ _____

Date Date

INTERNSHIP: CRITICAL FIELDS

FIRST QUARTER - Mathematics

NAME_____ SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT___DAYS ABSENT___

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticisms and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Established beginning year (quarter/semester) routines by identifying school policies and procedures, and establishing classroom and record-keeping procedures

( ) ( ) 2. Developed a set of rules for student behavior in the classroom, and a set of procedures for student responsibility and accountability

( ) ( ) 3. Demonstrated techniques to reinforce acceptable student behavior

( ) ( ) 4. Demonstrated techniques to redirect off-task learners

( ) ( ) 5. Identified disruptive behavior and taken appropriate and prompt corrective action

( ) ( ) 6. Demonstrated a positive learning climate by expressing enthusiasm for subject, learning, and learner

( ) ( ) 7. Stimulated student interest in topic

( ) ( ) 8. Initiated and maintained classroom communication free from sarcasm and ridicule

( ) ( ) 9. Used standard English in class

( ) ( ) 10. Provided appropriate directions for instruction and classroom management

Organizing the Curriculum

( ) ( ) 1. Written objectives that state student behavior in measurable terms

( ) ( ) 2. Written objectives appropriate for students' ages and abilities

( ) ( ) 3. Developed activities which relate to lesson objectives

( ) ( ) 4. Specified resources to achieve selected objectives

( ) ( ) 5. Written assessment items that measure lesson objectives

Delivering Instruction: Mathematics

( ) ( ) 1. Used mathematics manipulatives, visual aids and models useful for developing math concepts, skills, procedures, algorithms and for solving problems

( ) ( ) 2. Designed and implemented a plan for using calculators and computers in mathematics instruction

( ) ( ) 3. Evaluated computer software and available printed materials in terms of their appropriateness and effectiveness in helping students learn mathematics

( ) ( ) 4. Used instructional aids such as overhead projectors, chalkboards, bulletin boards and media for developing mathematical concepts, skills or procedures, algorithms, generalizations and problem solving

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Demonstrated within lesson plans where students are briefed on expectations for evaluation

( ) ( ) 2. Provided constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

| | |
|---|---|
| _____ | _____ |
| Mentor Teacher | Curriculum Specialist |
| _____ | _____ |
| Date | Date |

INTERNSHIP: CRITICAL FIELDS

FIRST QUARTER - Science

NAME_____ SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT___DAYS ABSENT___

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Established beginning year (quarter/semester) routines by identifying school policies and procedures, and establishing classroom and record-keeping procedures

( ) ( ) 2. Developed a set of rules for student behavior in the classroom, and a set of procedures for student responsibility and accountability

( ) ( ) 3. Demonstrated techniques to reinforce acceptable student behavior

( ) ( ) 4. Demonstrated techniques to redirect off-task learners

( ) ( ) 5. Identified disruptive behavior and taken appropriate and prompt corrective action

( ) ( ) 6. Demonstrated a positive learning climate by expressing enthusiasm for subject, learning, and learner

( ) ( ) 7. Stimulated student interest in topic

( ) ( ) 8. Initiated and maintained classroom communication free from sarcasm and ridicule

( ) ( ) 9. Used standard English in class

( ) ( ) 10. Provided appropriate directions for instruction and classroom management

Organizing the Curriculum

( ) ( ) 1. Written objectives that state student behavior in measurable terms

( ) ( ) 2. Written objectives appropriate for students' ages and abilities

( ) ( ) 3. Developed activities which relate to lesson objectives

( ) ( ) 4. Specified resources to achieve selected objectives

( ) ( ) 5. Written assessment items that measure lesson objectives

Delivering Instruction: Science

( ) ( ) 1. Prepared a written rationale to justify study of science

( ) ( ) 2. Arrived at operant philosophy for use of hands-on science learning experience

( ) ( ) 3. Used instructional aids such as overhead projectors, chalkboards, bulletin boards and media for developing science concepts, skills or procedures

( ) ( ) 4. Demonstrated alternative listening/speaking delivery schemes

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Demonstrated within lesson plans where students are briefed on expectations for evaluation

( ) ( ) 2. Provided constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Curriculum Specialist

_____ _____

Date Date

INTERNSHIP: CRITICAL FIELDS

SECOND QUARTER - Foreign Language

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT___DAYS ABSENT___

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard English in class

( ) ( ) 2. Identified essential materials for facilitating instruction and determined how and when they should be used

( ) ( ) 3. Clearly organized the routines for the use of materials and making these routines public

( ) ( ) 4. Organized instructional time in ways that facilitate student learning

( ) ( ) 5. Used learning activities which are compatible with the physical environment

Organizing the Curriculum

( ) ( ) 1. Examined the school and system philosophies and compared them with the philosophy of the subject area

( ) ( ) 2. Analyzed historical development of subject area curriculum

( ) ( ) 3. Examined goals and objectives of K-12 subject area(s)

( ) ( ) 4. Organized objectives in sequential manner

Delivering Instruction: Foreign Language

( ) ( ) 1. Explored theory and demonstrated methods of teaching speaking skills

( ) ( ) 2. Explored theory and demonstrated methods of teaching reading skills

( ) ( ) 3. Explored theory and demonstrated methods of teaching writing skills

( ) ( ) 4. Explored rationale and demonstrated methods of teaching foreign cultural content

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Generated pre-test, progress checking procedures, post-test and attitudinal assessments for a given unit of study in the assigned subject area

( ) ( ) 2. Expedited turnaround time between assessment and feedback for students

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Curriculum Specialist

_____ _____

Date Date

INTERNSHIP: CRITICAL FIELDS

SECOND QUARTER - Mathematics

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT___DAYS ABSENT___

The intern has:

| Yes | No | PERSONAL SUMMARY |
|---|---|---|
| ( ) | ( ) | 1. Established and maintained appropriate working relationships |
| ( ) | ( ) | 2. Appropriately responded to criticism and instructions |
| ( ) | ( ) | 3. Cooperated with the coordinator and supervisor |
| ( ) | ( ) | 4. Demonstrated a positive attitude toward teaching |
| ( ) | ( ) | 5. Maintained a good employee evaluation |
| ( ) | ( ) | 6. Completed the number of contact hours required beyond the normal work day |

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

| | | |
|---|---|---|
| ( ) | ( ) | 1. Used standard English in class |
| ( ) | ( ) | 2. Identified essential materials for facilitating instruction and determined how and when they should be used |
| ( ) | ( ) | 3. Clearly organized the routines for the use of materials and made these routines public |
| ( ) | ( ) | 4. Organized instructional time in ways that facilitate student learning |
| ( ) | ( ) | 5. Used learning activities which are compatible with the physical environment |

Organizing the Curriculum

( ) ( ) 1. Examined the school and system philosophies and compared them with the philosophy of the subject area

( ) ( ) 2. Analyzed historical development of subject area curriculum

( ) ( ) 3. Examined goals and objectives of K-12 subject area(s)

( ) ( ) 4. Organized objectives in sequential manner

Delivering Instruction: Mathematics

( ) ( ) 1. Explored and used different instructional strategies

( ) ( ) 2. Identified and used strategies which are relevant to the instructional objectives and appropriate for particular learners

( ) ( ) 3. Explored and used instructional stragegies for teaching different math subjects and strands

( ) ( ) 4. Explored and used strategies that emphasize the importance of language (listening, speaking, reading and writing) in learning mathematics

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Generated pre-test, progress checking procedures, post-test and attitudinal assessments for a given unit of study in the assigned subject area

( ) ( ) 2. Expedited turnaround time between assessment and feedback for students

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Curriculum Specialist

_____ _____

Date Date

INTERNSHIP: CRITICAL FIELDS

SECOND QUARTER - Science

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT___DAYS ABSENT___

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard English in class

( ) ( ) 2. Identified essential materials for facilitating instruction and determined how and when they should be used

( ) ( ) 3. Clearly organized the routines for the use of materials and made these routines public

( ) ( ) 4. Organized instructional time in ways that facilitate student learning

( ) ( ) 5. Used learning activities which are compatible with the physical environment

Organizing the Curriculum

( ) ( ) 1. Examined the school and system philosophies and compared them with the philosophy of the subject area

( ) ( ) 2. Analyzed historical development of subject area curriculum

( ) ( ) 3. Examined goals and objectives of K-12 subject area(s)

( ) ( ) 4. Organized objectives in sequential manner

Delivering Instruction: Science

( ) ( ) 1. Used strategies and materials for developing new content, reviewing and diagnosing errors, and reteaching and enriching science

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Generated pre-test, progress checking procedures, post-test and attitudinal assessments for a given unit of study in the assigned subject area

( ) ( ) 2. Expedited turnaround time between assessment and feedback for students

The intern has successfully completed or demonstrated each item listed above.

| | |
|---|---|
| Mentor Teacher | Curriculum Specialist |
| Date | Date |

INTERNSHIP: CRITICAL FIELDS

THIRD QUARTER - Foreign Language

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT___DAYS ABSENT___

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard written English with class

( ) ( ) 2. Continued to use appropriate classroom time and space

( ) ( ) 3. Continued to practice and reinforce all previous objectives

Organizing the Curriculum

( ) ( ) 1. Written objectives that incorporate higher level thinking skills

( ) ( ) 2. Used various types of assessment items to measure lesson objectives

( ) ( ) 3. Written assessments items in lesson plan which incorporate higher level thinking skills

Delivering Instruction: Foreign Language

( ) ( ) 1. Demonstrated methods of teaching literature

( ) ( ) 2. Completed acceptable TPAI portfolio

( ) ( ) 3. Completed all required formal classroom observations

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Used a logical sequence of evaluation of students, pre-tests through progress checks and post-tests, and included student evaluation of the instruction delivered

( ) ( ) 2. Generated acceptable test items or procedures for each form: multiple choice/matching, short answer/fill-in-the-blank, open-ended/discussion, and oral response/recitation/observation of performance

( ) ( ) 3. Demonstrated how results of student evaluation can be used to evaluate the instruction and plan for remediation, enrichment, and revision of instructional procedures

The intern has successfully completed or demonstrated each item listed above.

| | |
|---|---|
| Mentor Teacher | Curriculum Specialist |
| Date | Date |

INTERNSHIP: CRITICAL FIELDS

THIRD QUARTER - Mathematics

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT___DAYS ABSENT___

The intern has:

| Yes | No | PERSONAL SUMMARY |
|---|---|---|
| ( ) | ( ) | 1. Established and maintained appropriate working relationships |
| ( ) | ( ) | 2. Appropriately responded to criticism and instructions |
| ( ) | ( ) | 3. Cooperated with the coordinator and supervisor |
| ( ) | ( ) | 4. Demonstrated a positive attitude toward teaching |
| ( ) | ( ) | 5. Maintained a good employee evaluation |
| ( ) | ( ) | 6. Completed the number of contact hours required beyond the normal work day |

OBJECTIVE SUMMARY

Managing the Classroom; Organizing the Time, Space and Materials and Communicating with Students

| | | |
|---|---|---|
| ( ) | ( ) | 1. Used standard written English with class |
| ( ) | ( ) | 2. Continued to use appropriate classroom time and space |
| ( ) | ( ) | 3. Continued to practice and reinforce all previous objectives |

Organizing the Curriculum

| | | |
|---|---|---|
| ( ) | ( ) | 1. Written objectives that incorporate higher level thinking skills |
| ( ) | ( ) | 2. Used various types of assessment items to measure lesson objectives |
| ( ) | ( ) | 3. Written assessment items in lesson plan which incorporate higher level thinking skills |

Delivering Instruction: Mathematics

( ) ( ) 1. Applied research and knowledge on what makes mathematics teaching most effective to teaching mathematics

( ) ( ) 2. Completed an acceptable TPAI portfolio

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Used a logical sequence of evaluation of students, pre-tests through progress checks and post-tests, and included student evaluation of the instruction delivered

( ) ( ) 2. Generated acceptable test items or procedures for each form: multiple choice/matching, short answer/fill-in-the-blank, open-ended/discussion, and oral response/recitation/observation of performance

( ) ( ) 3. Demonstrated how results of student evaluation can be used to evaluate the instruction and plan for remediation, enrichment, and revision of instructional procedures

The intern has successfully completed or demonstrated each item listed above.

| | |
|---|---|
| Mentor Teacher | Curriculum Specialist |
| Date | Date |

INTERNSHIP: CRITICAL FIELDS

THIRD QUARTER - Science

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT___DAYS ABSENT___

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard written English with class

( ) ( ) 2. Continued to use appropriate classroom time and space

( ) ( ) 3. Continued to practice and reinforce all previous objectives

Organizing the Curriculum

( ) ( ) 1. Written objectives that incorporate higher level thinking skills

( ) ( ) 2. Used various types of assessment items to measure lesson objectives

( ) ( ) 3. Written assessment items in lesson plan which incorporate higher thinking

Delivering Instruction: Science

( ) ( ) 1. Completed an acceptable TPAI portfolio

( ) ( ) 2. Completed all required formal classroom observations

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Used a logical sequence of evaluation of students, pre-tests through progress checks and post-tests, and included student evaluation of the instruction delivered

( ) ( ) 2. Generated acceptable test items or procedures for each form: multiple choice/matching, short answer/fill-in-the-blank, open-ended discussion, and oral response/recitation/observation of performance

( ) ( ) 3. Demonstrated how results of student evaluation can be used to evaluate the instruction and plan for remediation, enrichment, and revision of instructional procedures

The intern has successfully completed or demonstrated each item listed above.

| | |
|---|---|
| _____ | _____ |
| Mentor Teacher | Curriculum Specialist |
| _____ | _____ |
| Date | Date |

# APPENDIX C

# INTERNSHIP FORMS

CHECKLIST 1

Preparing the Classroom

| Topic | Check When Complete | Notes (Materials to acquire, things to do, etc.) |
|---|---|---|
| A. Wall and Bulletin Board Space | _____ | |
| B. Floor Space | _____ | |
| 1. Student desks/tables | _____ | |
| 2. Traffic patterns | _____ | |
| 3. Student work areas | _____ | |
| 4. Instructional areas, overhead projector, chalkboards, and demonstration table | _____ | |
| 5. Teacher's desk, filing cabinet | _____ | |
| 6. Bookcases | _____ | |
| C. Storage Space and Supplies | _____ | |
| 1. Everyday supplies | _____ | |
| 2. Everyday books and other instructional materials | _____ | |
| 3. Seldom-used materials | _____ | |
| 4. Equipment | _____ | |
| 5. Student materials | _____ | |
| 6. Teacher supplies | _____ | |

CHECKLIST 2

Rules and Procedures

| Subject | Rules or Procedures for Students | Comments |
|---|---|---|
| I. BEGINNING CLASS | | |
| A. Roll call, absentees, students who will be leaving early | | |
| B. Tardy students | | |
| C. Behavior during PA announcements | | |
| D. Warmups or routines | | |
| E. Distributing supplies and materials | | |
| II. INSTRUCTIONAL ACTIVITIES | | |
| A. Teacher-student contacts | | |
| B. Student movement within the room | | |
| C. Student movement in and out of the room | | |
| D. Signal for student attention | | |
| E. Headings for papers | | |

CHECKLIST 2

Rules and Procedures

| Subject | Rules or Procedures for Students | Comments |
|---|---|---|
| F. Student talk during seatwork | | |
| G. What students do when work is done | | |
| H. Laboratory procedures | | |
| 1. Distribution of materials and supplies | | |
| 2. Safety routines | | |
| 3. Cleaning up | | |
| III. ENDING THE CLASS | | |
| A. Putting away supplies and equipment | | |
| B. Organizing different classes' materials | | |
| C. Dismissing the class | | |
| IV. OTHER PROCEDURES | | |
| A. Student contacts with teacher's desk, storage | | |
| B. Fire and disaster drills | | |
| C. Lunch procedures | | |

CHECKLIST 3

Accountability

| Question | Your Answer |
|---|---|
| 1. What is your policy regarding<br>a. heading papers<br>b. use of pen or pencil<br>c. writing on back of paper<br>d. neatness<br>e. incomplete work<br>f. late work<br>g. missing work<br>h. due dates<br>i. makeup work | |
| 2. How do you intend to<br>a. post assignments<br>b. let students know assignments were missed while they were absent<br>c. explain how assignments will be graded<br>d. keep students aware of requirements for long-term assignments | |
| 3. For effective monitoring of work, how and when will you<br>a. check on all students, not just the distracting or demanding ones<br>b. look carefully enough at student's work-in-progress to catch errors | |

CHECKLIST 3

Accountability

| Question | Your Answer |
|---|---|
| c. achieve total class participation in oral | |
| 4. What will be your policy regarding<br>a. how students are to exchange papers<br>b. how students are to mark papers they check<br>c. how and where papers are to be turned in | |
| 5. What is your plan for<br>a. determining report card grades<br>(1) components to be included<br>(2) weight or percent for each component<br>b. grading daily assignments<br>c. recording grades with notation for identification and clarification<br>d. having students keep a record of their own grades<br>e. grading completed stages of long-term assignments | |

# APPENDIX D

## TAXONOMY CODE FOR CRITICAL FIELD COURSES

Taxonomy Code for Critical Field Courses

| | |
|---|---|
| D51011 | Internship in a Critical Field |
| D51012 | Human Growth and Development - Critical Field |
| D51013 | Curriculum in a Critical Field |
| D51014 | Methodology in a Critical Field |